### DOCUMENT RESUME

ED 451 546 CS 217 629

AUTHOR Smith, Carl B.

TITLE Spelling for Writing: A Guidebook for Parents and Teachers.

Level 3.

INSTITUTION ERIC Clearinghouse on Reading, English, and Communication,

Bloomington, IN.; Family Learning Association, Bloomington,

IN.

SPONS AGENCY Office of Educational Research and Improvement (ED),

Washington, DC.

ISBN-1-883790-32-8

PUB DATE 1998-00-00

NOTE 175p.; For the Level 3 Student Activity Book, see CS 217

630. For Levels 1-5, see CS 217 625-632.

CONTRACT RR93002011

AVAILABLE FROM Family Learning Association, 3935 Hagan Street, Suite 101,

Bloomington, IN 47401 (\$9.95). Tel: 800-759-4723 (Toll

Free).

PUB TYPE Guides - Classroom - Teacher (052) -- ERIC Publications

(071)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS Childrens Writing; English Instruction; \*Grade 3; Primary

Education; Spelling; \*Spelling Instruction; Word Lists;

\*Word Recognition; Writing (Composition); \*Writing

Instruction; Writing Skills

IDENTIFIERS Spelling Growth; \*Spelling Patterns; \*Word Structure;

Writing Contexts

### ABSTRACT

Intended for parents and teachers, this guide provides all the information needed to lead a third grader through 30 lessons or 30 weeks of learning for a speller. The guide helps the child to learn to identify common, logical spelling patterns; leads the child quickly to more complex words; and aids him or her in becoming a confident, independent speller. The guide encourages children to write real-life messages. By doing this, they learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, and sending messages. The purpose of the guide is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing. The guide incorporates high-frequency words and builds on the logic found in English spelling patterns, an approach that gradually teaches students that there are many consistent principles they can use in their writing. The focus for Level 3 is on spelling patterns and word structure. (CR)

Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Carl B. Smith, Ph.D.

A Guidebook for Parents and Teachers

Level 3

**BEST COPY AVAILABLE** 

6. remember

. Knowledge

# Spelling for Writing

A Guidebook for Parents and Teachers

Level 3

Carl B. Smith, Ph.D.

This book is designed to be used with the Student Activity Book for Level 3.





### Copyright © 1998 by Family Learning Association

Co-published by
ERIC Clearinghouse on Reading, English, and Communication
Indiana University
Carl B. Smith, Director

### COVER DESIGN: Cheri Carmichael

ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading, English, and Communication (ERIC/REC) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/REC also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

This publication was prepared with partial funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR93002011. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Family Learning Association P.O. Box 5247 Bloomington, IN 47407

# **ERIC/REC Advisory Board**

Elaine Aoki

Bagley Ele entary Seattle, Washington

**Douglas Barnard** 

Mesa Public Schools Mesa, Arizona

Jesús Cardona

John F. Kennedy High School San Antonio, Texas

**Neyland Clark** 

Cape Girardeau School District #63 Cape Girardeau, Missouri James Gaudino

Speech Communication Association Annandale, Virginia

Joan Irwin

International Reading Association Newark, Delaware

Julie Jensen

University of Texas at Austin Austin, Texas

Robert Pavlik

Cardinal Stritch University Milwaukee, Wisconsin

William Reeves

AFL/CIO State of Indiana Indianapolis, Indiana

# The Spelling for Writing Series

A Guidebook for Parents and Teachers Level 1
A Guidebook for Parents and Teachers Level 2

A Guidebook for Parents and Teachers Level 3

Student Activity Book Level 1

Student Activity Book Level 2

Student Activity Book Level 3

# **CONTENTS**

The Organization of Spelling for Writingvii
A Note for Parentsviii
A Note for Teachersxi
THE BACKGROUND
Introduction1
Learning to Spell5
Lesson Procedure11
Testing for Progress17
Using the Student Activity Book19
THE SPELLING LESSONS
The Focus for Level 3: Spelling Patterns and Word Structure21
Level 3: Weekly Lessons23
Short Vowels
Week 1. MISS KICK Words: The CVC Pattern25
Week 2. <b>SNAP CLICK</b> Words: Initial Consonant Blends30
Week 3. MUST SING Words: Final Consonant Blends35
Week 4. CHILL SPRING Words:
Initial Digraphs and Trigraphs39
Week 5. FLASH PATCH Words:
Final Digraphs and Trigraphs44
Week 6. MIDDLE BUTTON Words:
The CVC Pattern in Two-Syllable Words50
Personal Words55
Week 7. STOPPED SCRUBBING Words:
Adding -ed and -ing56
Week 8. MISSED SPELLING Words: Adding -ed and -ing62
Week 9. HEAR HERE Words:
Words That Sound the Same (Homophones)66
Week 10. WHO HOW Words: Words Often Confused70

Long Vowels	
Week 11. CUTE WHALE Words: The VCe Pattern	74
Week 12. FLAKE SCRAPE Words: More VCe Words	79
Personal Words	83
Week 13. PAINT STAIN Words:	
The CVVC Pattern for Long a	84
Week 14. EAST FIELD Words: CVVC Patterns for Long e	89
Week 15. FLOAT BOWL Words:	
Spelling Patterns for Long o	94
Week 16. HOLD TIGHT Words:	
More Long-Vowel Patterns	98
Week 17. HOPED WAITING Words:	
Adding -ed and -ing after Long Vowels	103
Week 18. BOOKS BUSHES Words: Plural Nouns	107
Personal Words	112
Other Vowel Sounds	
Week 19. The Vowel Sound in SMALL and PAW	113
Week 20. The Vowel Sound in COOL and FOOD	117
Week 21. The Vowel Sound in PUT and BOOK	121
Week 22. The Vowel Sounds in ROUND and COIN	125
Week 23. The Vowel + r Sound in PART and SPARK	129
Week 24. The Vowel + r Sound in NORTH and STORM	133
Personal Words	137
Week 25. The Vowel + r Sound in HAIR and CARE	138
Week 26. The Vowel + r Sound in CURL and TWIRL	142
Week 27. The Vowel + r Sound in JERK AND WORM	146
Week 28. WRAP KNEE QUICK Words:	
Words Beginning with wr, kn, and qu	150
Week 29. RAILROAD HEADLIGHT Words: Compounds	
Week 30. Words Often Misspelled	
Personal Words	

# The Organization of Spelling for Writing

There are two books for each level in this program. The Guidebook for Parents and Teachers gives the background information you will need as well as the directions for each week's activities. The Student Activity Book presents the exercises for your child to work on and allows space for writing answers. The two books are keyed to each other so that you can easily look in this Guidebook to find information that will help your child with lessons in the Student Activity Book.

For further information, look at the section entitled *Using the Student Activity Book*. There you will find even more detailed instructions on matching this Guidebook with the Student's Book.

# A Note for Parents

Learning to spell need not be a mystery or an ordeal. English spelling follows logical patterns for the vast majority of words. You can teach your children the patterns of English spelling through short, clearly focussed activities.

By spending a few minutes each week, you can introduce your children to spelling patterns and give them the practice they need to become proficient spellers. The learning program in this book emphasizes the end product: clear writing. Each lesson on a spelling pattern is turned into a writing activity, a message meant for someone to read.

Since there are many patterns in English spelling, we must allow children time for them to learn gradually. That's why school spelling programs traditionally have been extended over many years of learning. That developmental learning process is described below. Given time and a gentle attention to learning spelling patterns, there is no reason why the normal learner can't learn to spell and to write without embarrassment.

One word should be said about the organization of these books. Unlike most spelling programs, the purpose here is not to give lists of words for children to memorize. Instead, our goal is to show you how to help children discover the most important *patterns* and *principles* that govern the spelling of words in English. In this way, children will gain a sense of power and independence in spelling and writing.

# Why Pay Attention to Spelling?

Accurate spelling contributes to the clarity of any written message.
 Readers should not be distracted from the message by misspellings.

viii

 Spelling accuracy represents the attention to detail that sends a positive message to teachers and employers.

This spelling book encourages children to write real-life messages. By doing this, they learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, sending messages.

Most importantly, children need to understand that it is their responsibility to learn the logic of English spelling and to find ways of identifying troublesome words and learning techniques for spelling those words. For example, "How will I remember the difference between there and their and they're? Only I can devise a memory technique that will help me use these words correctly."

The guidance in this book emphasizes the need for each child to become an independent learner, a self-directed learner.

# The Difference between Reading and Spelling

Many children may be able to read words that are more difficult than the ones in these spelling activities. This is to be expected. Knowing how to *spell* a word involves more than simply being able to recognize and say the word when it is seen in print. The purpose of this book is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing.

Some high-frequency words that have unusual spellings or that sometimes cause problems need to be stressed repeatedly. For example, the word *because* can be misspelled in an enormous number of ways. Homophones such as *to-too-two* need to be reviewed several times, as do words that sound somewhat alike but are actually different (*accept* and *except*, for example). Troublesome words such as these will appear more than once to give children ample practice.

English is an alphabetic language; that is, there is an attempt to match the sounds of words with letters of the alphabet. Even though the match is not always perfect, the sound-spelling principle gives children a big boost in learning to spell. This program refers to the sounds represented by letters and asks the child to distinguish between vowels (a, e, i, o, u) and the other letters, which are consonants.

# A Note for Teachers

Spelling is one area of the curriculum in which most parents feel comfortable helping their children. Usually there is a clear weekly objective—a list of words—and both instruction and assessment are straightforward. That's the reason this book often speaks directly to parents: We encourage them to help children with spelling in any way they can.

At the same time, Spelling for Writing fulfills the spelling requirements in the school's language-arts program. It incorporates high-frequency words, as do other spelling books. But most importantly, this program builds on the logic found in English spelling patterns, an approach that gradually teaches students that there are many consistent principles they can use in their writing. Whether used at home or in the school, Spelling for Writing encourages children to recognize spelling patterns such as the Consonant-Vowel-Consonant short-vowel pattern in cat, bed, and dot, and to explore any other words that fit the same pattern.

By encouraging children to search for additional words, we give them a sense of self-direction, a sense that they have the power to succeed in writing accurately. Even the title of this program, *Spelling for Writing*, states unequivocally that the goal of learn is to spell is to write in a way that other people can understand.

Please encourage parents to use this book as a way to support your language-arts program and to help children learn to spell.

# INTRODUCTION

Many school spelling programs give a list of words each week and provide activities intended to help children learn how to spell the words on the list. The goal is simply to have students remember those words for a "spelling test," usually given at the end of the week. The assumptions are that practice in writing the words several times will ensure success on the test and that students will remember the words in the future.

This program does not take that approach. We don't prescribe which words your child should memorize, as though those words and no others were important. Instead, our word lists are intended to provide examples of important spelling patterns or structural principles. The goal is to have children work through the words in order to understand the pattern or the principle and then apply it when new words are encountered. For example, once the pattern for *dime* and *time* is learned, children should realize that they can apply it to words such as *chime* and *crime* in future writing.

# Using the Word Lists

This program is divided into weekly lessons as a way to help you organize the activities. However, you should feel free to shorten or extend the time frame to suit the needs of each learner. One child may demonstrate an immediate grasp of a pattern and its related words. If this is so, then move on. If another child requires extensive practice and more than one week on a certain lesson, then you can make the necessary adjustment.

Especially in the early stages, it is quite likely that some children may already be able to spell some of the words on a particular list.

Remember: The purpose is not merely to spell a certain group of words,

but to understand the *pattern* or *principle* illustrated by those words. Then the learner can use that understanding to figure out new words as they are encountered in reading and in writing.

It is most important for the learner to *use* the list words in sentences and paragraphs. Some exercises are given in the workbook, but you should feel free to develop your own creative ideas to use the list words in a playful story, a letter, a poem, or some other form of communication.

Of course it is desirable for each child to be able to spell the words on each list. However, that is not the primary goal, especially when the child first encounters a list that illustrates a new spelling pattern. It is most important to talk about each group of words and to help your child discover the underlying principle; accuracy in spelling should follow naturally with practice.

In the early stages, this may mean making statements that seem obvious to you: "The words cat and bat and fat all have three letters. The short a sound is spelled with the letter a." However, these observations may not be apparent to a young child. The goal is to help your child see that patterns do exist in words, and these patterns can be discovered by taking the logical approaches outlined in this book.

# **Study Procedure**

In order to help children discover the logic underlying the spelling of most words, the following procedure should be followed with each word list:

- 1. In the Student Activity Book, look at the words in each list and have the child read each word aloud.
- 2 Family Learning Association

- 2. Ask if there is any common feature in all the words. Use the information in this Guidebook to help direct your discussion. Be sure to help the child reach a conclusion at the end of each list, even if it is something very simple: "These words all rhyme," or "The short e sound is spelled with the letter e in red."
- 3. Use each word in a sentence. Always remind the child that the reason for learning to spell words is to be able to convey their *meaning* in writing. That's the purpose of the extended writing activities.
- 4. After you have worked on a list for a while, pronounce the words and have your child spell them orally and in writing. This will help you see if any problems remain. Often, any confusion over spelling will be cleared up by reviewing the principle that underlies the pattern found in a particular group of words.

# **LEARNING TO SPELL**

Although the ability to spell words correctly is important for clear communication, it is not an end in itself. It is not unusual for students to memorize all the words on a list, get 100% on a spelling test, and then misspell some of the same words when they use them in compositions. This happens because students have forced these words into short-term memory without gaining a sense of *how* and *why* the words are spelled as they are.

The best reason for undertaking a spelling program is to understand the principles of spelling and to apply them in writing. This idea must be kept in mind as you use this book. Anything learned in the spelling lessons and exercises must be carried over into writing if it is to have any value.

In the early years, children must be allowed to experiment so they can discover for themselves how letters and sounds fit together. Then, as they progress, they will learn that spelling involves more than just matching sounds with letters. For example, some words are not "spelled the way they sound." Instead, they are spelled according to conventions that have evolved over centuries. In many cases, words from foreign languages have been absorbed into English, and their original spellings have affected their English spellings.

# **A Developmental Process**

Learning to spell is a gradual process and is not limited to memorizing lists. Allow each child to work through the process in order to come gradually to an understanding of how the English spelling system works. In spite of its complexity, and in spite of the fact that words such as psychology and accommodate may be difficult at first, English spelling

does have a system that can be learned. Furthermore, learning it can be interesting, challenging, and certainly rewarding.

We don't expect a baby to begin speaking in complete sentences, and we shouldn't expect a child to understand the conventions of English spelling right away. As in any learning process, we must allow children to progress gradually, through stages.

Let children experiment. Accuracy follows knowledge. In their earliest attempts at "writing," children make squiggles and scribbles that may not mean much to us. However, these marks represent their first attempts to make sense of written symbols and to use them to communicate. This is an important step because it means that children do realize that marks on paper have something to do with the language they speak and hear every day.

As children begin to make marks that look like letters or numerals, they move through several stages.

Children develop in stages.

- 1. The Random-Letter Stage
- 2. Estimated Spelling
- 3. Phonetic Spelling
- 4. Use of Visual Markers
- 5. Mature Spelling

### 1. The Random-Letter Stage

In their earliest attempts, children often write a series of individual letters and numerals that may look something like this:

1s7or FLsoO 3msE6

To the child, this may be a "story" or a list of things to buy at the store. At this point, individual letters may be used to represent whole words. This represents the child's first step toward organizing symbols, even though the written marks may not have much to do with the words they are supposed to represent. This is a bit like the babbling that babies do as they experiment with the sounds that will soon become words. However, it is important because the symbols are written left to right and are organized into groups of four or five. The child has a rudimentary idea of what a word should look like: a series of letters grouped in a row, not spread out all over the page.

### 2. Estimated Spelling

When they begin to form complete words, children may write some of them correctly because they remember what they have seen. A picture of a dog or cat may have the word written beneath it, so children naturally make the connection. However, when they attempt words they don't know, children often resort to estimated spelling (or *invented spelling*, as it is also called). This means that they first write letters that represent some of the sounds of the word, usually the beginning and ending consonants, but they don't account for all the sounds or syllables. Some examples of invented spellings are these:

bk (book) hos (house) grl (girl) rembr (remember) difrint (different) prt (pretty)

These attempts should be encouraged because you want children to try to write messages. Gradually, as they move to the next stages, children will discover (with your help) how these words should be spelled so that other people can easily recognize the words in the message. Learners need to be given a chance to figure out some things for themselves while the rules and conventions of spelling are being introduced.

### 3. Phonetic Spelling

In the next stage, children refine their efforts by relying more and more on *phonetic spelling*. This means that they attempt to find a letter or letters to account for all the sounds they hear in a word. In this stage, they may substitute one vowel for another that is very similar, or they may use the right letters in the wrong order:

weth (with)
whair (where)
paly (play)
tiyerd (tired)
brid (bird)
faverit (favorite)
frens (friends)
gril (girl)
woutr (water)

Of course these words are misspelled, but if you "sound them out" you realize that most of these phonetic spellings do come fairly close to the sounds of the words they represent.

### 4. Use of Visual Markers

The next step marks the transition from phonetic spelling (trying to find a letter for each sound) toward a more visual approach (realizing the importance of the way words *look* on the page). This requires children to move away from the safe, concrete method they had been using (looking for letters to represent *sounds*) toward a more abstract procedure that acknowledges the importance of the *visual* aspect of spelling.

For example, some words incorporate letters that are not sounded (the k in knee or the w in sword). Other words have unusual spelling patterns because they originated in foreign languages (psychology or silhouette, for example). Gradually, children become aware of some of these more complex conventions of English spelling.

Some basic spelling patterns are encountered very often, such as the ay in day and say or the ai in rain and train; the use of -ed and -ing at the end of many verbs (looked and looking); and the use of certain markers to distinguish between short and long vowels (as in hop and hope or tap and tape). Children may not get all of these conventions right at first, but they are aware that these visual clues are important.

By the age of eight or nine, most children are becoming aware of the importance of visual markers. This is the focus of the lessons in Level 3 of *Spelling for Writing*.

### 5. Mature Spelling

By the age of ten or twelve, most children reach a fairly mature level of spelling ability. This means that they are familiar with the most frequently used spelling patterns; they understand how to add endings to form plural nouns (book, books; box, boxes) or to change verb tenses (raise, raised, raising); they know how to form contractions (don't) and

compound words (*classroom*); they have learned many of the most important words that have unusual spellings (*neighbor*, *sight*, *rhinoceros*); and they can distinguish between words that have the same sound but different spellings and meanings (*right* and *write* or *wood* and *would*).

A good example of the complete process is found in the way children deal with the word *make*. After the initial random-letter stage, they usually master this word in the following way:

This is an *invented spelling* that accounts for the consonant sounds. Young children aren't yet aware that the vowel sound which connects the consonants must be included in the spelling.

mak Now we have *phonetic spelling*, including the vowel letter. The child hasn't yet discovered the significance of the final letter e.

maek This spelling does account for the visual marker, the silent letter e. It just isn't in the right place yet.

make This mature spelling places the final e in the right place to serve as a marker for the long a sound.

The effort involved in learning to spell has a tangible result: the ability to write what you mean and to have others understand it.

Learning to spell should be a voyage of discovery. Children are naturally curious about everything and enjoy figuring out how things work; they certainly are interested in words. You can show them that the spelling of words can be figured out and mastered and that the process can be enjoyable because it leads to true accomplishment.

# LESSON PROCEDURE

We suggest a five-step plan. Make any adjustments needed to suit each child's age and ability and to adapt to any special problems that may need work. Spend as much or as little time on each word list as needed. You may want to follow a five-day plan as you work on each word list, devoting one day to the ideas given in each of these five steps:

- 1. Introduce Words and Patterns
- 2. Practice Spelling the Words
- 3. Use Words in Writing
- 4. Review and Extend
- 5. Evaluate

### Step One: Introduce Words and Patterns

Begin with the list of words to be studied. Focus on the generalization that is represented by the words in the list. Do not insist that the words be memorized for their own sake. Instead, help the learner understand those spelling principles that can have wider application beyond any single word list.

In some cases, your child may already know some of the words in a particular list. That's fine, but still use the whole list in order to show that a spelling pattern or a structural principle is found in each group of words, and this pattern or principle can also be applied to other words not on the list.

### **Step Two: Practice Spelling the Words**

Especially in the early levels, children need to practice words by hearing them, seeing them, and writing them. A number of different

practice activities will be listed here because students learn in different ways. You will find that some activities work better with your child than others. The most important thing is to make these activities enjoyable and to stress the fact that words are not just things to be spelled; they have meanings and are important because they can be used to communicate messages.

On the next few pages we will suggest some types of activities that can be used. You can refer to this information as needed. In the Student Activity Book we will provide some exercises that reinforce important patterns.

# Sample Activities

Supply Missing Words

One good way to stress the meaning of words is to give sentences that have a word missing. Your child must look at the list words and find the one that fits each sentence. For example, if the list words include pay, day, and play, you might give sentences like the following examples and have your child write the appropriate word in each blank space:

It is a rainy	(day)
I like to	ball. (play)
How much did yo	ou for that hat? (pay)

Use Word-Search Puzzles

Children enjoy word-search puzzles in which they must hunt for list words and encircle each one they find. For example, if a list included the words *smash*, *much*, and *whale*, they could be hidden in a puzzle such as this:

12 Family Learning Association

F	R	S	G	Н	Q
J	В	M	U	С	H
V	S	A	Z	I	R
P	E	S	х	G	T
P	W	Н	Α	L	Е

### Provide Definitions

You can also give definitions and have your child write the spelling word that matches each one. If the list includes *fish* and *ship*, you could give the following definitions and have your child write in the word that fits:

An	animal	that s	wims in	the w	ater: _	 
Αt	ig boat	that c	an sail o	on the	ocean:	

### Step Three: Use Words in Writing

The whole purpose of learning to spell is to be able to use words correctly in writing. Students discover that learning to spell words on a list becomes meaningful and important when they use the same words in messages of their own.

Students also need to understand that spelling is an important tool for expressing themselves. Correct spelling not only ensures that they will be understood but also affects the way in which they are perceived by others. If a student writes *trk* for *truck* or *weth* for *with*, then many people may be put off by the misspellings and perhaps not even try to understand the message.

### Write about Real-Life Situations

Include real-life writing tasks: letters, narratives, and conversations, for example. It is also important for learners to review writing projects so that they become aware of the need for self-editing and revision. Weekly proofreading exercises develop the habit of editing written material—a habit that transfers to writing in all areas. Student writing can always benefit from review and self-correction in mechanics, grammar, and sentence structure as well as in spelling.

### Step Four: Review and Extend

The key to all this is the process of review and self-correction. It is not always possible to spell every word correctly on the first try, but it is possible to look back over what you have written, to check any words you aren't sure about, and to correct spelling errors. This is the way students learn to spell more challenging words: by using them in a meaningful context and by checking their own work to locate and correct any mistakes.

In addition to reviewing words presented in a weekly lesson, students can also enrich their vocabularies, develop their interest in language and their motivation to spell, and increase their competence in using resources such as dictionaries and thesauruses.

One good way to expand knowledge and understanding of a word is to find **synonyms**: words that mean almost the same thing. For example, children often use the word *big* to refer to anything of great size, but as they write they should be encouraged to use synonyms for list words. They will learn other words such as *huge* or *large* may be more precise or colorful in certain situations.

Children can expand their understanding of a word through antonyms: words that have opposite meanings. Words such as big or large can be matched with little or small or tiny to provide a range of

14 Family Learning Association

possibilities. Descriptive words are especially good when it comes to a search for synonyms and antonyms.

### Step Five: Evaluate

At any point, you can have children write the words on the list as you read them aloud. This should not be viewed as a "test," as an ordeal to be endured. Instead, it can provide a good way to find out what has been learned and what still needs to be reviewed.

After the words have been read, it is important to have each child correct the spellings himself or herself by referring to the printed word list. This process of self-correction is one of the most valuable parts of the learning process.

Also, encourage each child to keep a record of troublesome words so they can be worked on until they are mastered. Perhaps this record can be a sheet of paper inserted as a bookmark in each child's activity book.

Moving from Inquiry to Independence in Spelling

Encourage children to experiment, to check themselves, and to share notes so that they gradually feel comfortable. Accurate spelling takes years to achieve.

# **TESTING FOR PROGRESS**

You and your child want to know that your spelling exercises are producing results. Here are some ways to find out how your child is doing as you work through the spelling activities.

### 1. Note progress

When you are working closely with a child, you get a regular sense of her progress. If words are repeatedly misspelled or spelling patterns are not understood, then you know you need to spend more time on those words or patterns. Your main concern, however, is that your child can see growth and positive change.

### 2. Challenge with a quiz

Some children thrive on the challenge of a test and may actually enjoy a weekly quiz that provides recognition of their progress. Read the word list for each week and let them write the words. Then have them match their spellings with the words on the list so they can show you how many they have spelled correctly. Most of the time, let them do their own checking and correcting.

### 3. What do you know?

Every few weeks it is helpful to review the spelling principles the child has studied. Select a few words from each list, ask your child to spell them, and then ask for an explanation of what has been learned about spelling words of each type. If your child does not recognize the patterns, then review those lessons and search for additional words that fit the patterns. You want your child to see the logic of English spelling as you progress through the years.

Your assessment techniques should help your child see his own progress and learn how to use patterns to improve spelling accuracy. Always encourage your child to talk to you about what he or she is learning. And remember: You are looking for *progress*, not perfection.

# USING THE STUDENT ACTIVITY BOOK

The material for each week in the Student Activity Book is presented in a three-page format.

### Page 1: The Word List

The first page of each weekly lesson presents the word list along with instructions for how to proceed. In most lessons, your child will be asked to group words that share a common pattern. Provide any guidance needed as your child writes the spelling words in the spaces provided.

### Page 2: Practice

On this page you will find exercises that help your child use words in context. In some cases, spelling words should be added to fill in blanks in sentences. In other exercises, your child should write original sentences using spelling words. The emphasis is always on *using* words to convey a message: this is the reason for spelling them correctly.

Don't try to do all these practice exercises at one sitting. The greatest benefit will be realized if exercises are spread out across several days. Also feel free to add any exercises that you think will help your child. Many suggestions have been provided in the section on Lesson Procedure given earlier. Above all, emphasize that the purpose of learning to spell words is to use them to express ideas and convey messages in writing. Correct spelling of words is only the beginning, not an end in itself.

### Page 3: Writing and Content Words

At the top of the third page for each week you will find exercises that stress things your child should know in order to write clearly. These exercises focus on sentence structure, punctuation, parts of speech, and examples of typical formats (friendly letters, instructions, etc.) These exercises reinforce the idea that words need to be spelled correctly in order to convey a clear message. Words from the week's list should be included in these writing exercises whenever possible.

At the bottom of page three you will find words that are important in various content areas: science, math, social studies, and English, for example. These are new words that go beyond those on the week's list. Help your child become familiar with these words by looking them up in dictionaries if necessary and by using them in the exercises provided.

# THE FOCUS FOR LEVEL 3: SPELLING PATTERNS AND WORD STRUCTURE

Many of the lessons in Level 3 review and reinforce the most important spelling patterns introduced in the preceding levels. If your child has used the earlier books, then these lessons will remind her of important principles. If she has not used the earlier books, then these principles will be fully explained as we go along.

Other lessons introduce new spelling patterns that were not covered in earlier levels. This is especially true of some of the more challenging long-vowel spellings in words such as *field* and *tight* as well as the vowel patterns found in words such as *small*, *round*, *spark*, *north*, and *curl*.

In addition to reviewing earlier patterns and introducing new ones, Level 3 begins to focus more and more on another important aspect of spelling: word structure. This is important because it is necessary for your child to understand words that contain two or more separate parts. For example, Week 6 shows that a familiar spelling pattern can be found in words that have two syllables, not just one. Weeks 7, 8, and 17 show how the endings -ed and -ing affect the spelling of words, and Week 18 deals with the addition of -s or -es to form the plural of nouns.

# **LEVEL 3: WEEKLY LESSONS**

**Short Vowels:** Introduction

We begin with simple one-syllable words that have a short-vowel sound. This is the sound we hear in words such as cat, red, big, top, and but. Most of these words follow the same basic spelling pattern, which is reviewed in the first five weeks. Then Week 6 shows how this same pattern applies in two-syllable words.

### The CVC Pattern

Most one-syllable words with short vowels are spelled according to the  $\mathbf{CVC}$  pattern.

The letters CVC stand for Consonant-Vowel-Consonant. This means that many short-vowel words begin with a consonant sound, followed by the vowel in the middle, and ending with a consonant sound. The short-vowel sound is usually spelled with the corresponding letter of the alphabet.

Words such as *cat* and *red* and *big* are familiar examples of the CVC pattern. This is one of the most reliable spelling patterns in the English language. Although this pattern was emphasized repeatedly in the first two levels, you can use the first five units in this book to review CVC words if necessary. This kind of review provides an excellent way to ease your child back into the study of spelling and to begin a new year with success.

### **Base Words**

Many of the simple words that children learn in the early levels are examples of *base words*. These are words that are complete in themselves and have a clear meaning without the addition of any other word parts.

For example, cat, book, big, small, run, and jump are all base words. Even longer words such as hammer, banana, elephant, and hippopotamus can be base words if they have a clear meaning by themselves; they are not made up of smaller parts that have separate meanings of their own. (On the other hand, words such as sidewalk or overturn are not base words because they are made up of smaller words that can be understood separately.)

# MISS KICK Words: The CVC Pattern

Help your child read the words on the list and then write them in the categories specified in the five questions given in the Student Activity Book.

fan	
egg	
pin	
doll	
pack	
miss	
add	
luck	
fed	
rug	
kick	
lot	

- 1. Which words have the short a sound? (fan, add, pack)
- 2. Which words have the short **e** sound? (egg, fed)
- 3. Which words have the short i sound? (pin, miss, kick)
- 4. Which words have the short o sound? (doll, lot)
- 5. Which words have the short u sound? (rug, luck)
- This exercise directs your child's attention to the fact that the short-vowel sound in each word is spelled with the corresponding letter of the alphabet. For further emphasis, have your child underline the vowel letter as each word is pronounced.
- A few words such as *add* and *egg* begin with the short vowel, but most words begin with a consonant sound before the vowel. In this week's list, the words *fan*, *fed*, *pin*, *lot*, and *rug* begin and end with a single consonant letter.
- Also remind your child that some words end with a doubled letter which represents a single consonant sound. As we saw in Level 2,

doubled letters such as **ll** and **ss** are often found at the end of short-vowel words to spell the /l/ and /s/ sounds. Other words on the list end with the /k/ sound spelled **ck**. This spelling is usually used for /k/ at the end of one-syllable short-vowel words.

- Pay close attention to the word *lot*. Children often write, "I had alot of fun." This is not correct. The word *lot* should be written by itself: "I had a lot of fun."
- You can emphasize the CVC pattern by writing words this way:

```
C V C
f a n
a dd
p a ck (and so on...)
```

This shows that some words may end with more than one letter, but each spelling represents a single consonant sound.

# **Phonetic Symbols**

In some lessons we will use *phonetic symbols* to indicate the sound of a particular letter or group of letters. These symbols are letters written within slanted lines, such as /k/ or /ch/, to show that they represent a particular sound. This is done because a single sound can sometimes be spelled in more than one way.

For example, the /k/ sound is heard at the beginning of cat, king, and chasm; the same sound has a different spelling in each word. Furthermore, the /k/ sound can be spelled ck at the end of words such as pack and luck.

Most phonetic symbols are self-explanatory: the /s/ sound in sun and miss and city; the /b/ sound in big and rub; the /ch/ sound in chop and

26 Family Learning Association

much and catch; and so on. Whenever a phonetic symbol is used, it will be illustrated with words that show possible spellings for each sound: the /ou/ sound in out and now, the /oi/ sound in oil and boy, and so on.

Pra	ctice

The complete word list is repeated on the second page of the Activity Book.

fan	egg	pin	doll
pack	miss	add	luck
fed	rug	kick	lot

A. We begin by emphasizing the meaning of each word in context. In the Activity Book, your child will see eight sentences with a word missing in each one. Have your child look at the list and find the word that fits the blank space in each sentence. The answers are given in parentheses after each sentence below.

1. Have you the dog yet? (fed)
2. I like to my football as far as I can. (kick)
3. Can you all these numbers? (add)
4. We need one to make this cake. (egg)
5. Don't get any mud on the when you walk in. (rug)
6. Hurry up or we will the bus. (miss)
7. Did you have a of fun at the game? (lot)
8. Turn on the to help cool the air. (fan)

Spelling for Writing

	<b>B.</b> Here are some definitions. In the Activity Book, each definition is followed by a blank space. Have your child write the spelling word that fits each definition. (Answers are given in parentheses.)
	1. To put things in a box or suitcase: (pack)
	2. A pointed piece of metal that holds things together: (pin)
	3. Something good that just happens: (luck)
	4. A toy made to look like a person: (doll)
<b>E</b> v	Writing: Capital Letters and Periods
Wr	The purpose of this activity is to remind your child of the important things that must be done when sentences are written.  • Use a capital letter to begin the first word in a sentence.  • Use a period (.) at the end of a sentence that makes a statement.  ■ He can kick the ball farther than I can.  ■ I dropped an egg on the floor.
***	Talk about things you and your child like to do. Help your child write three sentences that tell about games you play or other things you enjoy. Use at least one spelling word in each sentence.
	28 Family Learning Association

#### Content Words: Math

The ability to understand word problems is important in the study of math. Here are some short-vowel words that are likely to be encountered in math class. These are new words that are not on the spelling list. Make sure your child sees that each word contains a short vowel. One word should be used to fill the blank in each of the following sentences. (Answers are in parentheses.)

	less	half	odd	sun
1. F	ive is	as much as t	en. (half)	
2. T	hree and seve	en are	numbers. (odd)	)
3. T	he	of six and six is	s twelve. (sum)	
4. F	our is	than nine. (	less)	

In these Content Word exercises your child may occasionally encounter a word that is unfamiliar. When this happens, take advantage of the opportunity to help your child practice looking up words in a dictionary. We will also include some dictionary exercises as we go along.

29

# **SNAP CLICK** Words: Initial Consonant Blends

We just saw a number of CVC words that began with single consonant letters. Many other CVC words begin with consonant blends.

Consonant blends are pairs of letters that are joined closely together. They are spoken so smoothly that they seem to form a single unit when we pronounce them. For example, you hear a consonant blend formed by the letters cl at the beginning of *clip*, and you hear another consonant blend formed by the letters tr at the beginning of *trip*.

smack swell spill flock snap click swim sled brick grass stick

track

- 1. Which words begin with cl, fl, or sl? (click, flock, sled)
- 2. Which words begin with **br**, **gr**, or **tr**? (brick, grass, track)
- 3. Which words begin with sm, sn, or sp? (smack, snap, spill)
- 4. Which words begin with st or sw? (stick, swim, swell)

30 Family Learning Association

Some initial consonant blends involve the letter I after a consonant (as in *clip* and *flip*) or r after a consonant (as in *drip* and *trip*). Many other blends begin with the letter s followed by other consonants, as in *slip* and *snip*. You see all these consonant blends and more in the list for this week.

- Another way to study these words is to arrange them according to vowel sound. If extra practice is needed, have your child write all the short a words as one group, all the short e words as another group, and so on.
- As always, remind your child of the spellings Il for the final /l/sound, ss for the final /s/sound, and ck for the final /k/sound.
   These spellings are seen in several words this week.

Pra	ctice				
	smack snap brick	swell click grass	spill swim stick	flock sled track	
А.		• •	your child wi e given in pare	ite the word that fintheses.	its each
1. My	a	t school went o	on a trip. (clas	s)	
2. I lik	ce to	in the pool	with my friend	s. (swim)	
3. The	cars ran arc	ound the race _		(track)	
4. Did	you	any wa	ter on the floor	? (spill)	
5. The	ese dry branc	hes	when you	step on them. (sna	ıp)
6. We	rode the	dow	n the hill in the	e snow. (sled)	
7. Did	this	come lo	oose from the s	teps? (brick)	
8. We	need to mov	w the	(grass)		
В.	Help your	child write the	word that fits	each definition.	
1. A lo	ong, thin pie	ce of wood:	(stic	k)	
2. A la	arge group o	f sheep or bird	s:	(flock)	
		ap:		(= )	
	• *				
32	Family Learn	ing Association			

### Writing: Question Marks and Exclamation Marks

This lesson focuses on sentences other than those that make statements.

- Use a question mark (?) at the end of a sentence that asks something. Many questions begin with What or Where or When or Why or How. Remember to begin each sentence with a capital letter.
  - What time is it? Where are we going? How long will it take?
  - When will we get there? Why did we stop?
- Use an exclamation mark (!) at the end of a sentence that shows strong feeling or surprise.
  - That was amazing! I couldn't believe my eyes!

#### **Writing Sentences**

Imagine you are taking a trip to a zoo or a museum. Help your child write two sentences that ask questions about things you might see. Write more sentences that express surprise or amazement at what you see Be sure to start each sentence with a capital letter. End each sentence with the right mark.	
	_

#### Content Words: Social Studies

Here are some words that may appear in social studies texts. Once again, make sure your child sees the short vowel in each word. One word should be used to fill the blank in each of the following sentences. (The answers are in parentheses.)

tax	hunt	west	block
1. A whole	of ho	uses had to be r	repaired. (block)
2. Early Indians had	i to	for their	food. (hunt)
3. We have to pay a	a	on many this	ngs we buy. (tax)
4. California is	of	Nevada. (west	t)

# MUST SING Words: Final Consonant Blends

A number of consonant blends are used at the end of short-vowel words. Some of the most important final consonant blends are **nd**, **ng**, **nk**, and **st**.

sand	
rest	
sing	
thank	
band	
must	
sang	
think	
blend	
sink	
blast	
thing	

- 1. Write the words that end with **nd**. (sand, band, blend)
- 2. Write the words that end with ng. (sing, sang, thing)
- 3. Write the words that end with nk. (thank, sink, think)
- 4. Write the words that end with st. (must, rest, blast)
- As always, remind your child that each short-vowel sound is spelled with the corresponding letter of the alphabet.
- Some of these words also begin with digraphs or blends. The words *thank*, *think*, and *thing* begin with the digraph **th**, and the words *blend* and *blast* begin with the blend **bl**.
- The blends spelled nd, ng, and nk are used only at the end of words, never at the beginning. The blend st can be used at the beginning of a word like stop or at the end of a word like fast.

Spelling for Writing

<b>Practice</b>			
sand band blend	rest must sink	sing sang blast	thank think thing
A. Helpy	our child write the	word that fits	in each sentence.
1. I	have left my hat	on the bus. (m	ust)
2. Can/you	the sor	ng we heard on	the radio? (sing)
3. The	on the beach w	as very hot. (s	and)
4. We needed	to aff	ter our long wa	lk. (rest)
5. The	played at the	e football game	. (band)
6. She	a song for th	e whole class.	(sang)
7. A cold	of air bl	ew through the	door. (blast)
8. I can't find	a in th	nis box of junk	! (thing)
B. Write	the word that fits $\epsilon$	each definition.	
1. To mix this	ngs so they can't be	e separated:	(blend)
2. To solve a	problem or have a	belief:	(think)
3. To show yo	ou are grateful for s	something:	(thank)
4 75 6 11	rop to a low level:		

36 Family Learning Association

#### Mriting: The Subject of the Sentence

A sentence has two parts. The **subject** part of the sentence tells who is doing something or what the sentence is about. The subject may have only one word, or it may have several words. In the following examples, the subject part of each sentence is written in dark letters called **boldface**.

- John is my best friend.
- He and I play together.
- All of my friends like to play baseball.

In the next sentences, the ending is given but the beginning is not. Help your child write a subject part at the beginning of each sentence. Use a word from the spelling list in each subject. Add any other words needed to make each subject complete.

l	was blowing in our eyes.			
2	was dripping water on the floor.			
3. <sub>-</sub>	played in the parade.			

Here are some possible subjects for these sentences. The complete subject is in boldface; each list word is in *italics*.

- 1. Sand was blowing in our eyes.
- 2. The kitchen sink was dripping water on the floor.
- 3. The school band played in the parade.

# Content Words: Science

Here are some short-vowel words that are likely to appear in science texts. One word should be used to fill the blank in each of the following sentences.

fog	cell	gas	stem
1. Oxygen is a	that	we all breathe.	(gas)
2. A	is the smallest	part of a plant	or animal. (cell)
3. The	_ is the main s	talk of a plant.	(stem)
4. Drops of wat	er floating in th	e air cause	(fog)

# **CHILL SPRING** Words: Initial Digraphs and Trigraphs

Many short-vowel CVC words begin with consonant digraphs. Some words begin with trigraphs.

A digraph is made up of two different consonant letters that spell a single sound. The sound of the digraph is different from the sound of the consonant letters by themselves. The most important initial digraphs are the ch in chip, the sh in ship, the th in this, and the wh in when.

A trigraph is made up of three consonant letters. Some important initial trigraphs are the scr ins scrub, the spr in spring, and the str in strap.

shick scrap shock spring chill strap shelf scrub which sprang whack struck

- 1. Which word begins with ch? (chill)
- 2. Which words begin with sh? (shock, shelf)
- 3. Which word begins with th? (thick)
- 4. Which words begin with wh? (which, whack)
- 5. Which words begin with ser? (scrap, scrub)
- 6. Which words begin with spr? (spring, sprang)
- 7. Which words begin with str? (strap, struck)

Spelling for Writing

- Remind your child that he or she already knows spelling patterns found in some of these words. For example, four words end with the ck spelling for /k/, and one word ends with the ll spelling for /l/.
- Also point out that a few words end with consonant blends. You see final ng in spring and sprang and final If in shelf.
- Make sure your child sees that this week's words still fit the CVC pattern because each word has a middle vowel with consonants on either side. The short-vowel sound is spelled with its corresponding letter of the alphabet

```
C V C
th i ck
scr a p
sh o ck
spr i ng (and so on...)
```

• For further review you may want to have your child write all the short a words in a group, all the short e words, and so on.

<b>Ø</b>	Practice				
	thick chill which	scrap strap sprang	shock shelf whack	spring scrub struck	
	A. Write the v	vord that fits in	each sentence		
	1. I felt a	from the col	d draft of air.	(chill)	
	2. The animals	from	their hiding pl	aces and ran. (spran	g)
2. The animals from their hiding places and ran. (sprang)  3. I don't know one to choose. (which)  4. Be sure to all the dirt off the steps. (scrub)					
	4. Be sure to	all the	dirt off the step	s. (scrub)	
	5. Don't let that b	anch	you in the fac	e! (whack)	
	6. We	a big rock that	was under our	boat. (struck)	
	7. Please pick that	of pa	per off the rug.	(scrap)	
	8. Don't touch tha	t wire! It may _	you!	(shock)	
	B. Write the	word that fits ea	ch definition.		
	1. A flat board tha	t holds books:	(	shelf)	
	2. To move up or				
	3. A narrow piece				
	4. Large in size; n		(thick)	· · · · · · · · · · · · · · · · · · ·	

Spelling for Writing

#### Mriting: The Predicate of the Sentence

Last week we saw that every sentence contains two parts, a subject and a predicate. The subject tells who is doing something or what the sentence is about.

The **predicate** tells what the subject is doing or gives more information about it. The predicate must contain a *verb*, but it can contain other words as well. In these examples, the predicate part of the sentence is in **boldface**.

- Our team won the game.
- We scored ten points.
- My friends and I went for a pizza after the game.

In these sentences the verbs are won, scored, and had. The other words in the predicate tell what we won, how many points we scored, and where my friends and I went.

In the next exercise you see three questions; each is followed by a sentence that gives an answer. The beginning of the answer is given but the ending is not. Help your child write a predicate part at the end of each sentence. Use a list word in each predicate. You can add some other words if you want to.

1. Where are the books?	
Mary and I	·
2. What will you do with this dirty bucket?	
We	·

42 Family Learning Association

Yes, you					
complete predicate is in boldface; each list word is in italics.					
1. Mary and I put the books on the shelf.	Here are some possible predicates for these sentences. The complete predicate is in boldface; each list word is in italics.				
	1. Mary and I put the books on the shelf.				
2. We will scrub it until it is clean.					
3. Yes, you can write on this scrap of paper.					
Your child's sentences may be worded differently, but examples suggest possible answers to each question.	but these				
➢ Content Words: Geography					
Content Words: Geography  Here are some short-vowel words that may be encount study of geography. Have your child use one word to fill the bof the following sentences.					
Here are some short-vowel words that may be encount study of geography. Have your child use one word to fill the b					
Here are some short-vowel words that may be encount study of geography. Have your child use one word to fill the b of the following sentences.	ne blank in each				
Here are some short-vowel words that may be encount study of geography. Have your child use one word to fill the bof the following sentences.  map crust cliff crop	ne blank in each				
Here are some short-vowel words that may be encount study of geography. Have your child use one word to fill the bof the following sentences.  map crust cliff crop  1. Corn is a very important on many farms. (crop)	ne blank in each rop)  ff)				
Here are some short-vowel words that may be encount study of geography. Have your child use one word to fill the bof the following sentences.  map crust cliff crop  1. Corn is a very important on many farms. (crop)  2. The steep rose high above the valley. (cliff)	rop)  ff)				
Your child's sentences may be worded differently, but	but these				

# **FLASH PATCH** Words: Final Digraphs and Trigraphs

This week we will look at some short-vowel words that end with consonant digraphs. As you saw in Week 4, digraphs are made up of two different consonant letters that spell a single consonant sound. The digraphs ch, sh, and th are used at the end of some short-vowel words; the digraph wh is never used at the end of words.

Other words in this list end with trigraphs, which use three consonants together. The trigraph dge is used to spell the /j/ sound at the end of many short-vowel words. The trigraph tch is used to spell the /ch/ sound at the end of other words.

much
edge
itch
bath
flash
badge
rich
patch
with
smash
bridge
ditch

- 1. Write the words that end with **ch**. (much, rich)
- 2. Write the words that end with sh. (flash, smash)
- 3. Write the words that end with **th**. (bath, with)
- 4. Write the words that end with **dge**. (edge, badge, bridge)
- 5. Write the words that end with tch. (itch, patch, ditch)

- Point out the words that begin with consonant blends: flash, smash, and bridge.
- All of these words fit the CVC short-vowel pattern because the digraph or trigraph at the end of each word spells a single consonant sound. You can write the words as follows to make this clear:

```
C V C
m u ch
e dge
d i tch
br i dge (and so on...)
```

• For extra practice, have your child write all the short a words together, all the short e words together, and so on.

# Practice

much	edge	itch	bath
flash	badge	rich	patch
with	smash	bridge	ditch

- A. Write the word that fits in each sentence.
- 1. We tried to give the dog a \_\_\_\_\_ last night. (bath)
- 2. Let's put these books \_\_\_\_\_ all the others. (with)
- 3. I ate too \_\_\_\_\_ pizza and got sick. (much)
- 4. The old \_\_\_\_\_ goes over the river. (bridge)

Spelling for Writing

ØD.	Writing: Nouns				
	4. A quick burst of bright light: (flash)				
	3. To destroy by breaking in pieces: (smash)				
	2. A narrow trench dug in the ground: (ditch)				
	1. A piece of cloth used to cover a torn place: (patch)				
	B. Write the word that fits each definition.				
	8. I thought I was when I won ten dollars. (rich)				
	7. The plate fell off the of the table. (edge)				
	6. This scratchy shirt makes my skin (itch)				
	5. This shows that you are in our group. (badge)				

Whether you know it or not, you use a great many **nouns** every day. This is because nouns are words that name people or places or things. Here are a few of the nouns you probably already know.

Person	Place	Thing
mother	room	book
father	house	chair
boy	school	pencil
girl	street	table
teacher	city	door

46 Family Learning Association

Here are some more words that you probably know. Underline each word that is a **noun**.

fast big car library see sister easy window

(Answers: car, library, sister, window)

2. Dog is the obvious choice.

Nouns can be used many ways in sentences. We often use a noun as the *subject* of a sentence. Write a noun that fits the subject part of each of these sentences.

1. Paul and his	ride the bus.			
2. The	barked and chased the ball.			
3. This	tastes very good.			
Possible answers are given here:				
brother, sister, friend — any noun that names a person				

# Content Words: Math

Here are some words that will be encountered in the study of math. Help your child write the word that fits in each of the following sentences. Notice that each word has a short vowel.

	graph	cent	plus	math
1. A p	enny is the sam	e as one	(cent)	
2. In _	we le	arn about numb	ers. (math)	
3. Thr	ee1	three equals six	. (plus)	
4. This	s i	s shaped like a	pie. (graph)	

#### **Two-Syllable Words**

So far we have studied words that have only one syllable. This means that each word is spoken with one breath of air and has only one vowel sound: big, stop, back, hill, and so on.

Beginning this week we introduce words that have two syllables. You can help your child understand the difference between one- and two-syllable words by pronouncing these pairs of words:

> let letter but button rat rattle

In a two-syllable word, each syllable has its own vowel sound spoken with its own breath of air. Also, one syllable is always stressed. This means that it is louder than the other syllable. We will start with words in which the first syllable is always stressed. Later we will see words with the stress on the second syllable.

# MIDDLE BUTTON Words: The CVC Pattern in Two-Syllable Words

Here are some familiar two-syllable words. Help your child pronounce the words for this week. Point out that the first syllable of each word is stressed. The questions help your child discover an important characteristic of these stressed syllables.

dinner
bottle
lesson
middle
summer
letter
hammer
kitten
bottom
happen
butter
rattle

- 1. Which words have short a in the first syllable? (hammer, happen, rattle)
- 2. Which words have short e in the first syllable? (lesson, letter)
- 3. Which words have short i in the first syllable? (dinner, middle, kitten)
- 4. Which words have short o in the first syllable? (bottle, bottom)
- 5. Which words have short **u** in the first syllable? . (summer, butter)

Many words begin with a stressed syllable that has a short-vowel sound. When you hear a short vowel in a stressed syllable, it will often be spelled with the *CVC pattern*. This shows that an understanding of the CVC pattern is valuable far beyond the one-syllable words we saw in earlier weeks.

This week's lesson contains only words that begin with stressed syllables. After you have worked on this list for a while, use the following questions to help your child discover the important principles that are illustrated by words of this type.

1. What vowel sound do you hear in the first syllable of each word?

Each word begins with a short vowel.

2. How is the vowel sound spelled?

It is always spelled with the CVC pattern.

3. What do you notice about the consonant sound in the middle of each word?

The consonant sound in the middle of each word is always spelled with a doubled consonant letter.

Not every two-syllable word follows this pattern, of course, but those that do fit this pattern can help your child appreciate the importance of word structure and its relationship to spelling.

It is most important for your child to understand the significance of the doubled consonant in the middle of each of these words. This doubled medial consonant often acts as a marker that lets us know the first syllable has a short vowel. For example, the medial consonant makes the difference between the short-vowel word *latter* and the long-vowel word *latter* or between the words *dinner* and *diner*. We will emphasize this more and more as we go along. For now, just make sure your child sees that the first syllable has a short vowel and that the medial consonant is doubled.

For further emphasis, have your child draw a line under the doubled consonant after each word in the list is written.

dinner

**bottle** 

lesson (and so on)

Spelling for Writing

	dinner lesson summer	kitten bottom butter	bottle middle mitten	hammer happen rattle
<b>A.</b>			each sentence. f each word is d	Remember that the loubled.
1. The	e	is playing	with the string	. (kitten)
2. Put	some paper	on the	of the ca	age. (bottom)
3. Thi	s	has been	very hot. (sum	mer)
4. Ple	ase give me	a	of milk. (bo	ottle)
5. We	had chicken	for	last night. (	(dinner)
6. It's	too cold to p	olay without my	y other	(mitten)
7. A _		can drive na	ails into wood.	(hammer)
8. The	e car has a lo	ud	when we go	over a bump. (rattle)
В.	Write sente	ences using the	other spelling v	vords:
	butter	lesson	happen	middle
1				
2				

#### MRITING: Verbs

In Weeks 3 and 4 we saw that every sentence has a *subject* and a *predicate*. The predicate tells what the subject does. The most important word in the predicate is the **verb**. Many verbs describe actions that tell what someone does: *run*, *jump*, *play*, *see*, for example. Other verbs tell what something *is* or what someone *has*. Here are some sentences with the verb written in boldface.

We play for the same baseball team.

Ellen likes the new bike she got for Christmas.

Football is my favorite sport.

My friend and I looked everywhere for my gloves.

She found the book that she lost last week.

We had a good time at the party.

In the first three sentences, the verbs are in the *present tense*. This means that they tell about things that are happening right now. The other three sentences have verbs that are in the *past tense*, telling about things that have already been done.

Help your child think about something you like to do or something
you have done in the past. Write a paragraph of at least three sentences. In
each sentence, use an active verb that tells about something you do now
(present tense) or that you did some time earlier (past tense).

### Content Words: Social Studies

Here are some words that are used in social studies. Have your child write the word that fits in each sentence.

flood	mask	judge	stamp	
1. Some Indians w	ear a	_ for ceremonies.	(mask)	
2. Be sure to put a	0	n your letter. (star	mp)	
3. Everyone stood	when the	entered the	court. (judge)	
4. The heavy rains	caused a	in our towr	a. (flood)	
Point out the spelled with double	_	he short <b>u</b> sound o	of mud even though it	t is

54 Family Learning Association

### **Personal Words**

As your child reads about various topics of interest, he or she will encounter words that relate to those subjects. Encourage your child to keep a log of personal words that are of particular interest. If some of these words are difficult to spell at this point, then perhaps they will become more clear as we introduce new patterns and principles in the future. One of the purposes of this book is to suggest ways in which new words can be approached logically and figured out using the information provided in the weekly lesson.

On the Personal Words page in the Student Activity Book, your child can begin to make a list of words to work on in the weeks ahead.

### **STOPPED SCRUBBING** Words:

# Adding -ed and -ing

We have already seen that many verbs are "action words" that tell about *doing* something: *run*, *stop*, *skip*, and so on.

- With many verbs, the ending -ed is added to show that something happened in the past: "I slipped on a banana peel yesterday." The ending -ed is used to form the past tense of many verbs.
- The ending -ing can be added to show that something is still happening: "The rabbit is **hopping** across the yard." This is called the *progressive* form of the verb because the action is not complete; it continues to take place.

In the preceding examples, the verbs *slip* and *hop* are **base words**. As we explained earlier, these are words that are complete in themselves and have not had any endings added or any other changes made. When endings were added to these base words, each one had a *doubled* consonant: slip, slipped, slipping, for example.

The list on the next page contains some verbs spelled with the short-vowel CVC pattern. Help your child write the -ed and -ing form of each verb. Make sure your child understands that each base word must have a doubled consonant before the endings are added. Have your child draw a line under each doubled consonant after each word is written. The forms of the verb hop are given as an example.

EX.	Δ	٦	1	DΥ	F
$\mathbf{E}\mathbf{\Lambda}$	м	. IN	/1	П	ுட

hop	hopped	hopping		
stop			(stopped	stopping)
run			(rubbed	rubbing)
chop			(chopped	chopping)
plan			(planned	planning)
drop			(dropped	dropping)
skip			(skipped	skipping)

How do we know when to use this doubled consonant? The principle is easy to remember:

If the CVC base word ends with a single consonant after the vowel, then double that consonant before adding -ed and -ing: hop, hopped, hopping.

The guideline is very simple. When you look at verbs, ask these questions:

- Does the word have a short vowel?
- Does the word end with a single consonant letter after the vowel letter?

If both answers are "Yes" then double the final consonant before adding -ed and -ing.

#### **An Important Point**

In Week 6 we saw two-syllable words that began with a short vowel sound in the first syllable. Those words also had a doubled consonant in the middle of each word: happen, middle, summer.

The same principle applies to the words in this lesson. Each base word has a short vowel and fits the CVC pattern: stop, rub, skip, and so on. When we add -ed and -ing to these words, we always double the consonant that comes at the end of the base word. Although the ending -ed does not create a separate syllable, the ending -ing does. In both cases, the consonant letter in the middle of words such as hopped and stopping must be doubled to show that the sound of the main verb is short.

The base words on this week's list are repeated here.

stop rub chop plan drop skip

A. Write the word that fits in each sentence. Use a verb that ends with -ed to tell about something that happened in the past. Use a verb that ends with -ing to tell about something that continues to happen.

1. I \_\_\_\_\_ a lot of wood for the fireplace. (chopped)

2. We are \_\_\_\_\_ the metal to make it shiny. (rubbing)

3. Who \_\_\_\_\_ all these books on the floor? (dropped)

4. Kim is \_\_\_\_\_ rope on the sidewalk. (skipping)

5. We \_\_\_\_\_ to rest while we were traveling. (stopped)

6. Are you \_\_\_\_\_ to take a long trip? (planning)

7. Who is \_\_\_\_\_ down these trees? (chopping)

8. We \_\_\_\_\_ the coins until they looked like new. (rubbed)

В.	Make up your own sentences using the other words on the					
	dropping	skipped	stopping	planned		

#### Mriting: The Time-Order Paragraph

A paragraph is a group of sentences that belong together because they all tell about one main idea. The first sentence usually tells what the main idea is. The other sentences tell more about the main idea.

Many paragraphs tell about things that happen in a certain order. They begin by telling what happened first. Then they tell about other things that happened later. Here is an example:

I watched two birds build a nest. First they found a branch of a tree. Next they got some twigs and leaves and string. Then they put them all together to make a nest.

The first sentence gives the main idea. The other sentences give more detail. The words *first*, *next*, and *then* tell how things happened in time. The first sentence of a paragraph is *indented*—it starts farther in than the other lines of the paragraph.

Think about something you did or a place you visited. Have your child write a paragraph about what happened. The first sentence should tell what you did first. The other sentences tell what happened next. Try to use as many list words as you can.				
 Contant Words Colores				
 Content Words: Science				
Here are some words that will be encountered in the study of science. Your child should write the word that fits in each of the following sentences.				
skin pulse smog blood				
1. Smoke and fog cause (smog)				
2. A bird's is covered with feathers. (skin)				
3. The heart pumps through the body. (blood)				

### **MISSED SPELLING** Words:

# Adding -ed and -ing

Last week we saw some verbs that doubled the final consonant before adding -ed and -ing. Each of those verbs ended with a single consonant letter after the vowel, so the final consonant was doubled when -ed and -ing were added: hop, hopped, hopping.

This week we will look at CVC short-vowel verbs that end with doubled letters, such as *miss* and *fill*, or with consonant digraphs, such as *pick* and *wish*.

Here the principle is even simpler than the one last week:

When a short-vowel word ends with two or more consonant letters after the vowel, do not make any change at all; just add the endings -ed and -ing.

Help your child add the endings -ed and -ing to the following verbs. The forms of the verb fill are given as examples.

#### **EXAMPLE** fill filled filling (passed passing) pass wish (wished wishing) (spelled spelling) spell pack (packed packing) miss (missed missing) pitch (pitched pitching) 62 Family Learning Association

The guideline is easy to remember. Just ask these two questions:

- Does the verb have a short-vowel sound?
- Are there two or more consonant letters after the vowel?

If the answer to both questions is "Yes," then add -ed and -ing without making any change in the spelling of the base word.

Practice  The base words on this week's list are repeated here.						
А.	-ed to tell	about something	n each sentence. Ung that happened in about something	n the past. Use a ve		
1. We	are	for	our trip. (packing	g)		
2. Ton	ı	the whole	e baseball game. (	pitched)		
3. I am	l	more a	nd more words rig	tht. (spelling)		
4. We		their house	e in the last block.	(passed)		
5. The	catcher is		_too many easy pi	tches. (missing)		
6. Who	o	this suite	ase? (packed)			
7. Ed i	s	for o	ur baseball team.	(pitching)		
8. We	all	that the	weather would cl	ear up. (wished)		

1	missed	passing	spelled	wishing
1	•		<del></del>	
2				
3				
Writi	ing: Th	e Descript	ive Parag	raph
		e done or seen.		a paragraph that descr
beach o	ing you hav Help your o r the moun	ve done or seen.  child think aboutains or anywhe	nt a trip you ha	a paragraph that descrive made to the zoo or we been. Write a paragelled and tasted when
beach of that des	Help your or the moun cribes what your trip.  Begin your e you went	ve done or seen.  child think aboutains or anywheat you saw and to paragraph with	at a trip you ha are else you ha ouched and sm	ve made to the zoo or ve been. Write a parag
beach of that design went on or when	Help your or the moun cribes what your trip.  Begin your e you went	ve done or seen.  child think aboutains or anywheat you saw and to paragraph with	at a trip you ha are else you ha ouched and sm	ve made to the zoo or ve been. Write a parage elled and tasted when . This tells what you o
beach of that design went on or when	Help your or the moun cribes what your trip.  Begin your e you went	ve done or seen.  child think aboutains or anywheat you saw and to paragraph with	at a trip you ha are else you ha ouched and sm	ve made to the zoo or ve been. Write a parage elled and tasted when . This tells what you o

### Content Words: English

Here are some words that are used in the study of the English language. Your child should write the word that fits in each sentence.

	sentence	subject	letter	noun -
1. The	last	in the alp	phabet is Z. (l	etter)
2. The		_ tells what the	e sentence is a	bout. (subject)
3. A _		names a pers	son or a thing.	(noun)
4. A		an tell somethi	ng or ask a qu	estion. (sentence)

# **HEAR HERE** Words: Words That Sound the Same (Homophones)

Sometimes two or three words have the same sound even though their spellings and meanings are different. Such words are called *homophones*, a Greek word meaning "the same sound."

Here are some homophones. As each word is written, ask your child to use it in a sentence or give a brief definition so that each spelling is matched with the proper meaning. If your child is not sure of a word, then use it in a sentence yourself or give a definition to help clarify the difference in meaning of each pair of homophones.

eye	I
hear	here
no	know
new	knew
one	won
right	write

eye — I

hear — here

no --- know

new --- knew

one --- won

right - write

Have your child choose the word that fits each sentence. Write the correct homophone in the blank space.

- 1. My friend and \_\_\_\_\_ like to play ball. (I) eye I
- 2. Do you \_\_\_\_ the answer to this question? (know) no know
- the game last night. (won) 3. Our team \_\_\_
- 4. Did you \_\_\_\_\_ what he said? (hear) here hear
- 5. I got a \_\_\_\_\_ bike for my birthday. (new) new knew
- 6. I got the \_\_\_\_\_ answer to that question. (right) write right
- 7. The batter must keep his \_\_\_\_\_ on the ball. (eye)
- 8. Put the box over \_\_\_\_\_ on the table. (here)

Spelling for Writing

	9. There is more pizza left. (no) know no
	10. There is only donut left. (one) won one
	11. I we would win the game! (knew) new knew
	12. Did you a note for them? (write)
Æ1)	Writing: Telling How to Do Something
	Being able to write clear instructions is very important. When you write a paragraph that gives instructions, you should begin by saying what you are going to do. Then the other sentences should tell how to do it, step by step. As in the time-order paragraph, it is important to explain what is done first, what is done next, and so on until the last step is completed.  Have your child think about something that he or she knows how to do: building a model, cooking something, or learning how to swim, for example. Then help your child write a paragraph telling someone else how to do the same thing. Begin by saying what you are explaining. Then give instructions that others can follow.
	68 Family Learning Association

### Content Words: Math

These words are often used in math textbooks. Your child should write the word that fits in each sentence.

	number	center	gallon	curve	:
1. A	is	s a line that	bends without s	harp angles.	(curve)
	outside. (c	-	is the same dista	ince from all	points around
3. Can	you count	the	of beans	in this jar?	(number)
4. A		is e	qual to four quai	ts. (gallon)	

# WHO HOW Words: Words Often Confused

We just saw pairs of words that had the same sound but different spellings and meanings. Other pairs of words may sound or look almost the same, but they are *not* homophones. These words actually have different pronunciations as well as different meanings.

As your child works on the following list, stress the difference in sound and spelling of the words in each pair. Help your child use each word in a sentence or give a definition to emphasize the difference.

of	off
our	are
who	how
win	when
than	then
on	one

Some of the causes of confusion are obvious. The words how and who have the same letters in two different arrangements. Of course, their sounds are completely different. The words of and off differ by only one letter, but it makes their pronunciation and meaning completely different.

The words win and when may sound almost the same if children aren't careful to distinguish between the /w/ sound at the beginning of win and the breathier /hw/ sound at the beginning of when.

70 Family Learning Association

The vowel sounds in *than* and *then* are slightly different, but it is an important difference that creates two separate words. The same is true of the words *are* and *our*.

<i>y</i>	Practice
	Here are the words on this week's list:
	of — off our — are who — how win — when than — then on — one
	Have your child write the word that fits in each sentence.
	1. We had big math test yesterday. (our) are our
	2. Tell me it is time to leave. (when) win when
	3. Do you know was on the phone? (who)
	4. Please give me one your cookies. (of) off of
	5. This box is bigger that one. (than)
	6. Put these books the table. (on) one on
	7. I hope we can the next two games. (win) when win

Spelling for Writing

	good friends. (are)
our are  9. How many times did you fall	lyour bike? (off)
10. Do you knowwho ho	cold it is today? (how)
11. Play one more game and	we must leave. (then)
12. We need on one	more player for our team. (one)
	Errors in Paragraphs

In earlier lessons we have seen how to write paragraphs. Here is a paragraph that has some mistakes. Draw a small circle around each thing that you find wrong.

We went to visit some friends last week. they live a long way from us We had a good time playing with their kiten. i hope we can go back to see them next sumer.

Now have your child write the same paragraph in the space provided in the Activity Book. Make sure that all six mistakes are corrected.

- The first sentence should be indented.
- The second sentence should begin with a capital T.
- The second sentence should end with a period.
- 72 Family Learning Association

- The third sentence should end with the word kitten, not kiten.
- The last sentence begins with a capital I.
- The last sentence should end with the word summer, not sumer.

The corrected paragraph should read like this:

We went to visit some friends last week. They live a long way from us. We had a good time playing with their kitten. I hope we can go back to see them next summer.

#### Content Words: Social Studies

These words are used in Social Studies. Help your child write the word that fits in each sentence.

	elect	public	city	state	
1. Is 1	the meeting open	to the		_? (public)	
2. A	big	_ needs ma	ny fire trucks.	(city)	
3. Ea	ch	has two	senators in W	ashington.	(state)
4. W	e will	a go	vernor next me	onth. (elect	)

## **CUTE WHALE** Words:

### The VCe Pattern

This week we change the emphasis from short vowels to long vowels. These are the vowel sounds you hear when you say the letters a, e, i, o, and u in the alphabet. You also hear long vowels in words such as make, fine, hope, and mule. These four words are spelled according to a pattern that is often encountered in long-vowel words: The VCe pattern.

#### The VCe Pattern

The letters VCe stand for Vowel-Consonant-e. The main vowel is followed by a consonant and then a silent e at the end. This final e lets you know the main vowel is long.

cape
shine
code
cube
fame
hike
alone
confuse
chase
chose
while
suppose

- 1. Which words have the long a sound? (cape, fame, chase)
- 2. Which words have the long i sound? (shine, hike, while)
- 3. Which words have the long o sound? (code, alone, suppose, chose)
- 4. Which words have the long **u** sound? (cube, confuse)

74 Family Learning Association

All of the words in this week's list fit the VCe pattern. Although some words such as *ate* and *ice* follow the VCe pattern exactly, many more words begin with a consonant sound and end with the VCe pattern, as in *late* and *nice*. These are the words we are emphasizing this week."

As you work on this week's list, make sure your child understands the significance of the VCe long-vowel pattern in the words that have two syllables. In these words, the *last* syllable is stressed and has a long vowel spelled with the VCe pattern: *con/fuse*, a/lone, sup/pose.

<b></b>	Practice	)			
	cape fame chase		alone		
•	A. Write	e the word that	t fits in each b	olank space.	
	1. Please wa	it	I change n	ny shoes. (while)	
	2. He achiev	ed great	as a	a movie star. (fame)	
	3. She waite	d	_ in the empty	y house. (alone)	
	4. I had to _		my dog f	for a block. (chase)	
	5. We took a	long	through th	ne woods. (hike)	
	6. They	a new	leader for the	e team. (chose)	
	7. Batman w	ears a mask ar	nd a long	(cape)	
	8. Who do ye	ou	will w	in? (suppose)	

- B. Write the word that fits each definition.
- 1. Symbols used for secret messages: \_\_\_\_\_ (code)
- 2. An object with six equal square sides: \_\_\_\_\_ (cube)
- 3. To give off a bright light: \_\_\_\_\_ (shine)
- 4. To make something uncertain or unclear: \_\_\_\_\_ (confuse)

76 Family Learning Association

### Dictionary Skills: Alphabetical Order

#### **Using Dictionaries**

This week we begin working on skills that your child will need in order to use dictionaries effectively. It is important for your child to become familiar with dictionaries that suit his or her age and ability. In addition to showing correct spelling, dictionaries can give valuable information about words that have several meanings. They can also provide example sentences showing how words may be used.

If you don't already have a dictionary designed for the elementary level, it would be a good idea to get one. Throughout this book we will give exercises that ask your child to look up words and discover how much information a dictionary can give.

In order to find words, your child must know how they can be arranged in alphabetical order (also called "ABC order"). Explain that the first word in the alphabetical list should begin with the letter found nearest the beginning of the alphabet; the next word should begin with the next closest letter in the alphabet; and so on.

Help your look through the following words to find the one that starts with a letter near the beginning of the alphabet. There are no words beginning with a or b, so the first word in the list begins with c. There is no word beginning with d, so the next word in the alphabetical list begins with e; and so on.

Spelling for Writing

	<b>Z00</b>	game	run	pat	egg	eatch
	ABC order:					
		(catch)				
•		(egg)				
		(game)				
		(pat)				
•		(run)				
		(zoo)				
					_	in with the same letter and ad or third letter.
<b>⊕</b>	Content	Word	ds: G	eogr	aphy	у
<b>⊕</b>		are some	words	that are	used in	n the study of geography. Help
<b>⊕</b>	Here	are some	words	that are t fits in	used in	n the study of geography. Help entence.
	Here your child w	are some	words vord tha	that are	used in each se	n the study of geography. Help entence.
	Here your child w ocea	are some	words vord tha globe shows	that are t fits in	used in each se dune	n the study of geography. Help entence. tribe
	Here your child w ocea  1. A  2. One	are some rite the w	words word that globe shows	that are t fits in all the c	used in each se dune ountrie	tribe  s in earth. (globe)
	Here your child w ocea  1. A  2. One  3. The ship t	are some	words vord tha globe shows a of I	that are t fits in all the c ndians	used in each se dune ountrie	tribe sin earth. (globe) Florida. (tribe)
	Here your child w ocea  1. A  2. One  3. The ship t	are some	words vord tha globe shows a of I	that are t fits in all the c ndians	used in each se dune ountrie	tribe s in earth. (globe) Florida. (tribe) . (ocean)

# **FLAKE SCRAPE** Words: More VCe Words

We have already seen short-vowel words that began with consonant blends such as **bl** and **cr**. Other words began with groups of three consonants such as **scr** and **thr**. These are called *trigraphs*,

Some long-vowel words also begin with consonant blends or trigraphs. The words on this week's list not only begin with these spellings but also fit the VCe pattern. Help your child pronounce the words and answer the questions.

blade
glide
crane
bride
close
scrape
strike
flake
stroke
brake
throne

- 1. Which words begin with **bl, cl, fl,** or **gl**? (blade, flake, close glide)
- 2. Which words begin with br or cr? (crane, bride, broke, brake)
- 3. Which words begin with scr, str, or thr? (scrape, strike, stroke, throne)

For further practice, have your child group the words according to vowel sounds:

- 1. Words with long a: blade, crane, scrape, flake, brake
- 2. Words with long i: glide, bride, strike
- 3. Words with long o: close, stroke, broke, throne

glide

	Pro	ctic	o
<i>&gt;</i> 22	114		Κ.

80

Family Learning Association

blade

The list words for this week are repeated here.

crane

bride

	close stroke	**	strike throne	
A.	Write the wor	rd that fits in	each sentence:	
1. The	e	got m	arried in a big c	hurch. (bride)
2. Die	d lightning	·	strike the tree?	(strike)
3. A l	oig	of snow	landed in my f	ace! (flake)
4. We	had a	of g	ood luck. (stro	ke)
5. Wa	atch out! This _		is very shar	p. (blade)
6. Th	e big	lifte	d the heavy wei	ght. (crane)
7. Us	e the	to st	op the wheel. (	brake)
8. Th	e king sits on a	large	(t	hrone)

**B.** Here is a paragraph with some words missing. Write the word that fits in each blank space.

scrape	close	guae	ргоке
T 16	ke to	agras	s the snow in my
			*
sled. Some	etimes my sled wil	l	on the
rocks. Las	t winter I	m	y sled when I hit a
big stone.	I also bumped my		nen our sleds got too
	together.		

#### Writing: Making Comparisons

When we describe something, we often compare it to something else. Here are some sentences that show how this can be done.

- The children are *like* little angels.
- Her voice was like pure gold.
- They were as quiet as mice.
- He is as strong as a horse.

Each of these sentences is an examples of a simile. A simile makes a comparison by showing how two things are alike. In a simile, we often use the word *like* to make a comparison, as you see in the first two sentences. We may also use the word as to create a simile, as you see in the last two sentences. Also notice that the verbs is or are or was or were are usually used in similes.

Help your child write similes making comparisons between two things. You may want to pick some adjectives such as fast or loud or heavy and then use the word as to describe one thing that is similar to another. You may also pick some nouns such as feathers or clouds or a storm and show how one thing is like another.

For this exercise, blank spaces are provided in the Activity Book. If your child is not sure how to proceed, you might suggest the beginning of similes such as these:

	1. The race horse is as fast	(as the wind)
	2. The crash was as loud	(as thunder)
	3. The setting sun looks	(like fire)
	4. The wind roared	(like a lion)
<b>₽</b>	Content Words: Scien	ce
	You will often see these wo	rds when you study science.  climate wave
	Write the word that fits in each sen	tence.
	1. Wind and rain and heat affect ou	r (climate)
	2. A big crashed	into the shore. (wave)
	3. Plants and trees	oxygen. (produce)
	4. An alligator is a large	(reptile)
	82 Family Learning Association	

## **Personal Words**

As we suggested after Week 6, it is a good idea to encourage your child to keep a log of words about subjects of particular interest. Even if these words are difficult now, they should become clearer as we introduce new patterns and principles in the future.

# **PAINT STAIN** Words: The CVVC Pattern for Long a

Some long-vowel words are spelled according to the CVVC pattern (Consonant-Vowel-Vowel-Consonant). This means that two vowel letters are joined in the middle of the word.

The letters *ai* can be used to spell the long a sound in many words such as *rain* and *wait*. This week we look at a number of long a words spelled *ai*.

Many of these words begin with digraphs and trigraphs and blends we have already used. As you work through this list, point out these initial sounds and spellings as well as the spelling of the long vowel.

drain
paint
stain
trail
remain
snail
faint
waist
strain
detail
straight
contain

- 1. Write the words that end with -ain. (drain, stain, remain, strain, contain)
- 2. Write the words that end with -ail. (trail, snail, detail)
- 3. Write the words that end with -aint. (paint, faint)
- 4. Write the word that ends with -aist. (waist)
- 5. Write the word that ends with -aight. (straight)

The *ai* spelling is never used at the end of a word; it must always be followed by a consonant sound. This is why words are grouped according to their bases in the questions that accompany the list.

Notice the words that have two syllables. The last syllable is stressed and has the long vowel sound spelled *ai*. The word *straight* is unusual because it contains the silent letters *gh*.

#### The CVVC Pattern

When two vowel letters represent a single long-vowel sound, the first letter usually represents the basic vowel sound. The second vowel letter often acts as a marker that lets you know the basic vowel sound is *long*.

<u> </u>	Prac	tice	<del>- 17</del>			
		The list wo	rds are repeate	d here.		
		drain remain strain	paint snail detail	stain faint straight		
	A.	Write the v	word that fits i	n each sentence.		
	1. I got	a ketchup_		on my shirt. (sta	in)	
	2. The	report gave	every	of the ev	ent. (detail)	
	3. This	belt won't	fit around my		. (waist)	
	4. Use 1	this ruler to	draw a	1	ine. (straight)	
	5. We r	need to	ti	nis old fence. (p	aint)	
	6. I got	so dizzv th	at I thought I v	would	. (faint)	

7. These boxes \_\_\_\_\_ all my books. (contain)

B. Write the word that fits each definition.

8. The guides marked a \_\_\_\_\_ through the forest. (trail)

4. To remove water from a tank: \_\_\_\_\_ (drain)

86 Family Learning Association

#### Writing: Adjectives

An adjective is a word that describes something. Adjectives can tell how big or how small something is. They can also tell us if something is good or bad, short or tall, fast or slow. Much of the time, adjectives come just before the *nouns* they describe. This is the case in the following sentences:

I saw a **tall** giraffe at the zoo. This is a **dull** movie. We had a **good** time at the party.

When you want to describe something, choose the adjective that fits best. A kitten may be *small*, but a mouse is *tiny*. A horse may be *large*, but an elephant is *huge*. Try to use words that give a clear picture of the thing you are describing.

Write a paragraph that describes your favorite animal. In one sentence, use an adjective that tells about its size. In the next sentence, use

an adjective that tells about how it moves. In other sentences you can tell about how it looks or what kind of noise it makes. Choose the best adjective for each sentence.				
	<b></b>			
	-			

## Content Words: English

Here are some words that are used in the study of the English language. Help your child write the word that fits each sentence.

	capital	period	question	comma
1. Use	a	to separate g	roups of words	. (comma)
2. A _		is used at the	end of a statem	ent. (period)
3. A _		_ letter begins e	each sentence.	(capital)
4. Ask	ca	to ge	t information.	(question)

# **EAST FIELD** Words: CVVC Patterns for Long e

In earlier levels we saw words such as *tree*, *feet*, and *seem* that had the long e sound spelled *ee*. We also saw words such as *eat* and *read* that have the long e spelled with the letters *ea*. This week's list contains several more long e words spelled *ea*.

Some words have long e spelled ie. You will also find a few of these words on this list as well.

meat
east
steam
seat
mean
chief
clean
neat
field
lean
stream
niece

- 1. Write the four-letter words spelled ea. (meat, east, seat, mean, neat, lean)
- 2. Write the ea words that begin with two or three consonants blended together.

  (steam, clean, stream)
- 3. Write the words spelled ie. (chief, field, niece)

For the ie spelling of long e, it may help to remember the old saying: "I before e except after c." This means that the spelling ie is used for the long e sound in most words. Later we will look at a few words such as ceiling and receive that use ei preceded by the letter c.

# <u>Practice</u>

The list words are repeated here.

meat east steam seat mean chief clean neat field lean stream niece

- A. Write the word that fits in each sentence.
- 1. Did you \_\_\_\_\_ all the mud off your shoes? (clean)
- 2. There isn't much \_\_\_\_\_ on this hamburger. (meat)
- 3. The city has a new \_\_\_\_\_ of police. (chief)
- 4. Boiling water makes lots of \_\_\_\_\_\_. (steam)
- 5. I hope we can get a at the movie. (seat)
- 6. Don't \_\_\_\_\_ on that loose railing. (lean)
- 7. I don't understand what you \_\_\_\_\_. (mean)
- 8. Our neighbor's \_\_\_\_\_ has come to visit. (niece)

B. Add the words that complete the sentences in the following paragraph.
east field neat stream

On the farm, ducks swam in the \_\_\_\_\_\_
that flowed past t ? farmhouse. Cows grazed in the open \_\_\_\_\_\_ nearby, and piles of hay were arranged in \_\_\_\_\_\_ stacks. The sun was warm, and a gentle breeze blew from the \_\_\_\_\_\_.

### Dictionary Skills: Alphabetical Order

In Week 11 we talked about the importance of understanding alphabetical order in order to use dictionaries. This week we will go into more detail about this subject.

Your child may need to look up several words that begin with the same letter. When this happens, it is necessary to look at the second letter to find out the correct order. For example, the words *tap*, *tin*, and *top* all begin with *t*, so we must use the second letter in each word to establish alphabetical order.

Here are two groups of words. All the words in each group begin with the same letter. Help your child arrange these words in alphabetical order using the second letter as the guide.

1. night noon name neck	
	(name)
	(neck)
	(night)
	(noon)
2. apple act ask and	
	(act)
	(and)
	(apple)
	(ask)
92 Family Learning Associat	tion

### Content Words: Math

Here are some words that are used in the study of math. Write the word that fits each definition.

	square	equal	circle	dozen	
1. Thi	ngs that are exa	ctly the same	in number: _		(equal)
2. A f	igure that is per	fectly round:	······	(circle)	
3. A g	roup of twelve	things:		(dozen)	
4. A f	igure that has fo	our equal sides	s:	(squ	are)

# **FLOAT BOWL** Words: Spelling Patterns for Long **o**

The spelling oa is used in a number of long o words such as road and coat. This week's list contains several words with this spelling. Other words use the ow spelling to represent the long o sound. Some words end with ow, while others end with a consonant after ow. A number of words with the ow spelling appear in this list as well.

Г	oak
	grow
	soak
	flow
l	bowl
	goal
	own
	groan
	throw
	coast
	grown
	throat

- 1. Which words are spelled with oa? (oak, soak, goal, groan, coast, throat)
- 2. Which words end with *ow*? (grow, flow, throw)
- 3. Which words have *ow* followed by a consonant? (bowl, own, grown)
- 4. Which words sound the same but have different spellings and meanings?

  (groan, grown)

Help your child distinguish between the homophones *groan* and *grown*. Although they have the same sound, their spellings and meanings are different. You may want to find these words in a dictionary in order to see how they differ. Also make sure your child realizes that *grown* is related to the word *grow*.

The list words are repeated here.

oak grow soak flow bowl goal own grown throw coast groan throat

- A. Write the word that fits in each sentence.
- 1. Put these potato chips in a big \_\_\_\_\_. (bowl)
- 2. Can you \_\_\_\_\_ the ball across the field? (throw)
- 3. Our puppy has \_\_\_\_\_\_ a lot this month. (grown)
- 4. Our team scored a \_\_\_\_\_ in the last minute. (goal)
- 5. The big \_\_\_\_\_ tree was damaged by the storn. (oak)
- 6. Do you \_\_\_\_\_ a blue bicycle? (own)
- 7. The plant will \_\_\_\_\_ quickly in the sunlight. (grow)
- 8. The cold wind gave me a sore \_\_\_\_\_. (throat)
  - B. Write the word that fits each definition.

coast flow soak groan

- 1. To place something completely in liquid: \_\_\_\_\_ (soak)
- 2. A deep moaning sound: \_\_\_\_\_ (groan)

Spelling for Writing

	3. The area of a country that meets the ocean: (coast)
	4. To glide along smoothly: (flow)
Æ	Writing: Sentences — Review
	In Weeks 1 and 2 we pointed out that every sentence begins with a capital letter. Each sentence ends with a punctuation mark that lets us know what kind of sentence it is. We will review that information now.
	1. Use a period (.) at the end of a sentence that makes a statement.
	I like to play baseball.
	2. Use a question mark (?) at the end of a sentence that asks something.
	■ Do you like to play baseball?
	3. Use an <b>exclamation mark</b> (!) at the end of a sentence that shows strong feeling or excitement.
	■ We just watched the greatest game I have ever seen!
	Think about something you like to do. Write one sentence that makes a statement. Write another sentence that asks a question. Then write one more sentence that expresses excitement. Use the correct punctuation at the end of each.
	96 Family Learning Association

Family Learning Association

### Content Words: Social Studies

Here are some words that are used in Social Studies. Write the word that fits each definition.

trade	govern	mayor	freedom
1. An official elec	cted to run a tow	n or city:	(mayor)
2. The process of	selling and buyi	ng goods:	(trade)
3. To have author	rity over others:		(govern)
4. Another word	for liberty or ind	ependence:	(freedom)

### **HOLD TIGHT** Words:

# More Long-Vowel Patterns

In earlier weeks we saw that some long-vowel words are spelled with the VCe pattern (face, ride, hope) while other long-vowel words contain pairs of vowel letters and follow the CVVC pattern (rain, meet, goal). Now we will look at still more patterns for long-vowel spellings.

bind
sold
right
grind
night
bold
sight
remind
light
might
told
tight

- 1. Which words have the long i spelled -ind? (bind, grind, remind)
- 2. Which words have the long i spelled -ight? (right, night, sight, light, might, tight)
- 3. Which words have the long o spelled -old? (sold, bold, told)

In some words, the complete base at the end of the word serves as a marker that lets us know the vowel sound is long. This is the case with words such as *find* that end with -*ind* and with words such as *light* that end with -*ight*. In both cases the spelling patterns let us know that we will hear the long i sound.

Other words such as *hold* end with the base *-old*, which lets us know that the word has a long o sound.

As your child works on the words in this week's list, stress the fact that the complete base at the end of the word determines the vowel sound.

Point out that the word *remind* has two syllables. The last syllable is stressed and has the base *-ind*.

It is important to notice that words of this type involve more than just "sounding out" the letters. These words also involve *visual patterns* which can be very helpful as your child learns to group words that share a common feature. Help your child see that the complete patterns *-ild* and *-ight* involve the long i sound, and the pattern *-old* represents the long o sound.

<u></u>	Practice			
	bind night light	sold bold might	sight	grind remind tight
	A. Write the	word that fits in	each sentenc	e.
	1. There was a ba	d storm last		(night)
	2. The farmers	fr	uit and vegetal	bles. (sold)
	3. I got the	ans	wers on the te	st. (right)
	4. We can	this	ax to sharpen	it. (grind)
	5. We need a brig	ghter	in the clo	oset. (light)
	6. He	us a funr	y story. (told	)
	7. Did you	hi	m to call us?	(remind)
	8. We	go visi	t my aunt nex	t week. (might)
	B. Write the	word that fits e	ach definition	
	bold	sight	bind	tight
	1. To fasten or tie	e things togethe	r:	(bind)
	2. The act or pro-	cess of seeing: _		(sight)
	3. Showing cours	age or daring: _		(bold)
	4. Closely packet	d or held firmly	in place:	(tight)
	100 Family Lea	ming Association		

#### Writing: Using commas

Sometimes we have to use special marks to separate words so that the reader can understand what we are writing. The **comma** (,) is often used for this purpose.

We use a comma between the name of a city and the name of the state it is in.

- I live in Cleveland, Ohio.
- My uncle lives in Louisville, Kentucky.
- Last summer we went to Dallas, Texas.

We also use a comma to separate the day of the month from the year.

- The letter was sent on May 15, 1997.
- My brother was born in October, 1990.
- We will leave on March 13, 1998.

Look at these sentences. Add a comma where it is needed.

- 1. I mailed a letter to Richmond Virginia.
- 2. It was mailed on January 5 1997.
- 3. My friend moved to Chicago Illinois.
- 4. I will go to see her in June 1998.

	Write two sentences that tell about a trip you might take. Write the name of the city and state in one sentence. Write the day of the month and the year in the other sentence. Use a comma in each sentence.					
	If your child needs assistance, you might suggest these sentence beginnings:					
	I would like to visit,					
	I hope we can go there in					
•	Content Words: Geography					
	Here are some words that are likely to appear in the study of geography. Write the word that fits each sentence.					
	season arctic mountain valley					
	1. Workers dug a long tunnel through the (mountain)					
	2. Each of the year has its own kind of weather. (season)					
	3. The river ran through a between two hills. (valley)					
	4. The is covered in ice and snow. (arctic)					
	as so that it is the wife					

**EXAMPLE** 

### **HOPED WAITING Words:** Adding -ed and -ing after Long Vowels

In Week 7 we saw that the ending -ed is used with verbs to indicate that something happened in the past. The ending -ing is used to indicate that something continues to happen or happened over an extended period of time. The examples in Week 7 showed how these endings were used with short-vowel CVC words: hop, hopped, hopping, for example.

Many verbs such as race have long vowels spelled with the VCe pattern. Notice that such verbs end with the vowel letter e, and the endings -ed and -ing begin with vowel letters. For this reason, the final e of the base word is dropped before adding -ed and -ing: race, raced, racing.

In Weeks 13-15 we saw other long-vowel words spelled with the CVVC pattern: two vowel letters joined in a digraph to spell the longvowel sound. If the vowel is spelled as a digraph, add the endings -ed and -ing without changing the base word at all: lean, leaned, leaning.

The list for this week contains some VCe words and some CVVC words. Help your child see how the endings -ed and -ing are added to these verbs. The forms of the verbs like and leap are given.

#### like liked liking leap leaped leaping use (used, using) wait (wait, waited) (hoped, hoping) hope

soak (soaked, soaking) chase (chased, chasing)

(cleaned, cleaning)

Spelling for Writing

In some cases, -ed adds a new syllable (waited, for example). Of course, -ing always adds a new syllable.

Practice			
The base words i	n this week's	s list are repeated he	re.
	ait ıase	hope clean	
Choose the verb with -ed to tell about some ends with -ing to tell about	nething that		. Use a verb that
1. Last week I		up my room. (clear	ned)
2. Are they still	fo	or the rain to stop? (	(waiting)
3. My socks are		in the sink. (soa	king)
4. I all my	money to pa	y for the pizza. (use	ed)
5. The squirrels are		each other in the	tree. (chasing)
6. We	that everythi	ng would be all righ	nt. (hoped)
7. They	an hour fo	or the bus to arrive.	(waited)
8. I am	a new kind	d of pen. (using)	
9. Dad is	out th	e gutters. (cleaning	)
10. I	my dog arou	nd the yard. (chase	d)

104

Family Learning Association

12. We are that our team will win. (hoping)		
11. The rain my new coat. (soaked)	12. We are	that our team will win. (hoping)
	11. The rain	my new coat. (soaked)

#### Writing: Using commas

Sometimes we write about two things that are related or we use two words to describe something. When this happens, we use the word and to show that the two words belong together.

- John and I are in the same class.
- The movie was long and boring.

When we use more than two words that are related, we need to separate them so that they are clear to the reader. We use a punctuation mark called the **comma** (,) to do this. Then we use *and* before the last word in the group.

- John, Mary, and I are in the same class.
- The movie was long, boring, and dumb.
- My cat is chubby, lazy, fuzzy, and goofy.

Look at the sentences given here. Add commas where they are needed to make each sentence clear.

We had fish potatoes and beans for dinner

The old car was rusty scratched and dented.

Now write two sentences of your own. In the first sentence, use three nouns that are separated by commas. In the second sentence, use							
three adjectives that are separated by commas.							
		<del> </del>					
senter	f the sentence.	If your child our child and	he three nouns d isn't sure hov l two friends d	v to proceed	l, suggest a		
	thing that can l	be described	uggest that you with three adjo nen describes it	ectives. It w	orks best if the		
	My (dog) is	· · · · · · · · · · · · · · · · · · ·	<i></i>	, and	·		
Cor	ntent Wo	rds: Scie	ence				
Write		-	likely to appeatence. Look up		dy of science. you don't knov		
	climate	current	eclipse	equat	or		
1. We	e saw an		of the moon l	ast night. (	eclipse)		
2. Th	e(equ	ator)	runs around th	e middle of	the earth.		
3. Th	e North Pole h	as a very col	ld		(climate)		
4. Th	e ocean		is very strong	(current)			
106	Family Learning	ng Association					

### **BOOKS BUSHES** Words: Plural Nouns

We have already seen that nouns are words that name people, places, or things: boy, girl, home, city, table, or button.

Singular nouns name one person or place or thing. Plural nouns name more than one. When we write a plural noun, we often add -s at the end of the word: rug, rugs. However, some nouns require -es at the end to form the plural: dish, dishes.

Help your child look at the plural nouns in this week's list and notice how each is spelled. Then cover the words in the left column and have your child read each numbered example. Make sure your child notices the spelling of the singular noun in each example; then write the plural form of the noun.

rocks
buses
books
glasses
trains
bushes
shells
boxes
kittens
ranches
letters
ditches

1. One rock, two	
2. One bus, three	
3. One book, four	
4. One glass, three	
5. One train, two	
6. One bush, five	
7. One shell, three	
8. One box, two	
9. One kitten, three	
10. One ranch, two	
11. One letter, three	
12 One ditch four	

Why do some nouns add -es while other nouns add only -s? To figure this out, listen to the sound you hear at the end of each singular noun. What do you notice about the words bus, glass, bush, box, ranch, and ditch? Each of these words ends with a "whistling" sound called a sibilant. A sibilant involves the /s/ sound (bus, glass) or some related form such as /sh/ (bush) or /ks/ (box) or /ch/ (ranch, ditch). Whenever a singular noun ends with one of these sounds, we add -es to form the plural. Also notice that the ending -es adds a new syllable.

~	**	. •
$\otimes$	Pro	ctice
-22	114	

108

Family Learning Association

The list words are repeated here.

rocks buses books glasses trains bushes shells boxes kittens ranches letters ditches

A. Write the plural noun that fits in each sentence.

1. How many sea \_\_\_\_\_\_\_ did you collect? (shells)

2. The \_\_\_\_\_\_ are fluffy and playful. (kittens)

3. I read two \_\_\_\_\_\_ about the Civil War. (books)

4. Two big \_\_\_\_\_\_ had flat tires. (buses)

5. Some large \_\_\_\_\_\_ rolled down the hill. (rocks)

6. The rain filled all the \_\_\_\_\_\_ with water. (ditches)

7. I wrote three \_\_\_\_\_\_ to my friends. (letters)

8. All the \_\_\_\_\_\_ need to be trimmed. (bushes)

B. Use the remaining words in your own sentences.

	trains	glasses boxes ranch		ranches
1				
2				
3				
4		·		

#### Mriting: Dictionary Skills

Look at the material in the front of your child's dictionary. Help your child understand how the dictionary is organized and how to find words. Then use the following activities for practice.

- A. At the top of each page in a dictionary you find guide words. These show the first and last word included on each page. Let's assume that one page has the guide words school and some at the top. Help your child put a circle around the answer to each of the following questions. (Answers are in boldface on this page.)
- 1. Is the word skate included on this page? Yes No
- 2. Is the word say included on this page? Yes No
- 3. Is the word stop before or after this page? Before After
- 4. Is the word sad before or after this page? Before After

B. Many words have more than one meaning. Some words can be used as a verb in one sentence and a noun in another sentence. Look up the following words in your dictionary. Write one meaning for the word as a verb. Write another meaning for the same word as a noun.

l. play	7					
	verb	·				 
	noun				···	
2. <b>run</b>						
	verb	·	<del> </del>	<del> </del>		 
	noun					

### Content Words: English

The following words are likely to appear in the study of the English language. Write the word that matches each definition.

rhyme	verb	fiction	blend	
1. A word that tell	s what the subj	ect of a senten	ce is doing:	
	(	(verb)		
2. A story that is n	ot based on thi	ngs that really	happened:	
	(f	iction)		
3. The kind of sou together:			ants are spoken smo	oothly
4. The term we us	e to talk about (rhyme)	words that end	with the same sour	ad:

### **Personal Words**

Continue to encourage your child to keep a log of words about subjects of particular interest. Even if these words are difficult now, they should become clearer as we introduce new patterns and principles in the future.

### The Vowel Sound in SMALL and PAW

The vowel sound in a word such as *all* is not exactly like any of the short or long vowels we have studied earlier. In Level 2 we introduced this sound and spelling in a number of words such as *tall* and *fall* and *call*. We also saw that this same sound can be spelled *aw* in words such as *saw* and *draw*.

This week we add some more words spelled with the patterns found in *all* and *draw*. We also see that the same vowel sound can be spelled *au* in words such as *cause*.

hall
paw
haul
small
cause
jaw
dawn
stall
sauce
straw
because
crawl

- 1. Write the words spelled with all. (hall, small, stall)
- 2. Write the words spelled with aw. (jaw, paw, dawn, straw, crawl)
- 3. Write the words spelled with au. (haul, cause, sauce, because)
- 4. Which two words sound the same? (hall, haul)
- 5. Which word has two syllables? (because)

In question 4, point out that *hall* and *haul* have different meanings even they sound the same. Use each word in a sentence:

- Please turn on the light in the hall.
- We used a truck to haul the heavy load.

Spelling for Writing

The word *because* is often misspelled in a variety of ways: *bicuz*, *becas*, *becuse*, *becose*, and so on. This word should not cause problems if your child understands these things:

- The first syllable is spelled exactly like the word be.
- The stressed vowel in the second syllable is spelled au.
- The second syllable is exactly the same as the word cause.

<b>6</b>	T)	4.0
	rra	ctice

The v	vords	in	this	week's	list	are	rep	eated	here.
-------	-------	----	------	--------	------	-----	-----	-------	-------

hall	paw	haul	small
cause	jaw	dawn	stall
sauce	straw	because	crawl

- A. Write the word that fits in each sentence.
- 1. A mouse is a very \_\_\_\_\_ animal. (small)
- 2. Put more tomato \_\_\_\_\_\_ in the spaghetti. (sauce)
- 3. The wagon broke \_\_\_\_\_ the load was heavy. (because)
- 4. Put these clothes in the \_\_\_\_\_ closet. (hall)
- 5. The baby likes to \_\_\_\_\_ on the rug. (crawl)
- 6. We got up early to see the first light of . (dawn)
- 7. What was the \_\_\_\_\_ of the accident? (cause)
- 8. We had to \_\_\_\_\_ the big rocks away. (haul)
- 114 Family Learning Association

	B. Write the word that fits each definition.
	1. The foot of an animal that has claws: (paw)
	2. To sputter and come to a stop: (stall)
	3. The part of the mouth that holds teeth: (jaw)
	4. Dried stalks of grain or grass: (straw)
)	Writing: Singular Possessive Nouns

When we want to show that something belongs to someone, we can write sentences like these:

- This coat belongs to the man.
- That car belongs to my neighbor.

There is another way we can show that something belongs to someone. We can use a **possessive noun** that names the owner of something. This week we will talk about singular possessive nouns, which show that something belongs to *one* person.

To write a singular possessive noun, add a symbol called an apostrophe (') and the letter s at the end of the noun. This symbol ('s) shows that something belongs to one person.

- This is the man's coat.
- That is my neighbor's car.

	Now add 's to writ	te a possessive i	noun in each se	ntence.	
	I borrowed	my friend	book. (friend'	s)	
	This is my	mom hat.	(mom's)		
	I rode my ł	orotherbic	ycle. (brother's	)	
	Write two in each one.	sentences of you	ur own. Use a s	ingular possessive nour	ı
	V-1				
€>	Content Wo	ords: Socia	al Studies		
		ds may appear i	n social studies	. Look up any word yo ence.	
	These word	ds may appear i	n social studies	ence.	ำน
	These word	ds may appear i e the word that : desert	n social studies fits in each sent council	ence. explore	u
	These word don't know. Write	ds may appear i e the word that  desert  is so dry that	n social studies fits in each sent  council t few plants wil	ence.  explore l grow. (desert)	-u
	These word don't know. Write justice	ds may appear i e the word that  desert  is so dry that	n social studies fits in each sent  council  few plants wil  the old c	ence.  explore  l grow. (desert)  ave. (explore)	u
	These word don't know. Write justice  1. The  2. Scientists want	ds may appear i e the word that:  desert  is so dry that to  the hall of	n social studies fits in each sent  council  t few plants wil  the old c	ence.  explore  l grow. (desert)  ave. (explore)  astice)	u

116 Family Learning Association

# The Vowel Sound in **COOL** and **FOOD**

The long vowel heard in *cool* and *food* is similar to the long **u** we have already encountered in words such as *use* and *cube*. However, words in this week's list have only the "oo" sound; there is no hint of the "yoo" blend we hear in *you* or *use*. Words with the "oo" sound are usually spelled with the letters *oo*, but a few important words use other spellings for this sound.

- 1. Write the four-letter words spelled *oo*. (food, boot, cool, noon, pool, room, tool)
- 2. Write the word that ends with *th*. (tooth)
- 3. Write the word that ends with a vowel and e. (true)
- 4. Write the word that fits the VCe pattern for long **u**. (rule)
- 5. Write the words that begin with *l*. (lose, loose)

The word rule fits the VCe pattern that we saw earlier in words such as mule. The word true, on the other hand, has the vowel letter u followed by e with no consonant in between

The words *lose* and *loose* both have the "oo" sound, but *lose* has only one o and ends with the /z/ sound. Although it looks like it should rhyme with nose, the word *lose* actually has the "oo" sound. The word

loose, on the other hand, is spelled with oo and ends with the /s/ sound. Remember that lose is a verb: "Did you lose your gloves?" On the other hand, loose is usually an adjective: "Be careful of the loose railing on the porch!"

Pra	ctice				
	This week	s words are re	peated here.		
	food true room	boot noon tool	cool pool tooth	lose loose rule	
A.	Write the	word that fits in	n each sentence	<del>e</del> .	
1. I h	ope I don't _	my 1	new scarf. (los	se)	
2. As	a	we have co	old weather in	January. (rule)	
3. I lost my left in the deep mud. (boot)					
4. We need a lot more for the picnic. (food)					
5. Wa	atch out for the	nat	board on th	e steps! (loose)	
6. Do	you have the	right	to fix this	s machine? (tool)	
7. Th	e program st	arts exactly at _	·	(noon)	
8. Th	e swimming	o	pens next wee	k. (pool)	

118 Family Learning Association

<b>B.</b> Write sentences using the following	ng words:
---	-----------

#### Writing: Plural Possessive Nouns

Last week we saw that many singular nouns can add 's to create the possessive form: "This is my dog's favorite toy."

This week we will look at the *plural* form of possessive nouns. You already know that a great many nouns form the plural by adding the final letter s. To make these nouns possessive, simply add an apostrophe (') after the final s.

Plural	Plural Possessive
boys	boys'
books	books'
cats	cats'
trees	trees'

Spelling for Writing

Here are some sentences showing the difference between plural nouns and plural possessive nouns.

- These bikes belong to the boys. These are the boys' bikes.
- These coats belong to the girls. They are the girls' coats.
- These books belong to my friends. They are my friends' books.

Look at the following singular nouns. Then write the plural possessive form of the noun that fits each sentence. (Answers are in parentheses.)

tree	car	tra	in ,	
1. Some of the	whis	tles were ver	y loud. (trains')	
2. Many of the	branches as	e all over the	e ground. (trees')	
3. All the	_ horns make a lo	ot of noise. (	cars')	
Content Wo	rds: Math			
Here are so	me words you w	ill use in the	study of math.	
amount	column	minus	percent	
Write the word tha	t fits in each sent	ence.		
1. Arrange these m	umbers in a singl	e	(column)	
2. These items are	marked twenty _		off. (percent)	
3. Ten	three is seven.	(minus)		
4. Add the same		to both	numbers. (amount)	
120 Family Learn	ing Association			

# The Vowel Sound in **PUT** and **BOOK**

This week we introduce a new vowel sound that is halfway between the short **u** in *cup* and the long **u** in *rule*. A few words spell this sound with the letter *u* as in *put*, but many more words spell this sound with *oo* as in *look* and *book*. Help your child complete the exercises in the Student Activity Book.

put	
book	
wood	
cook	
push	
foot	
hook	
look	
pull	
good	
wool	
took	

- 1. Write the words spelled with the vowel letter u. (put, push, pull)
- 2. Write the words that end with -ook. (book, cook, hook, look, took)
- 3. Write the other words in this list. (wood, foot, good, wool)

In Week 20 we saw a number of words such as *food* and *cool* that used the letters *oo* for the long **u** sound (as in *rule*). This week, make sure your child realizes that the same *oo* spelling can represent a slightly different sound.

Practice	· · · · · · · · · · · · · · · · · · ·		<del></del>
put push pull	book foot good	wood hook wool	cook look took
A. Write the	word that fits i	n each sentence	е.
. Which	are you	reading? (boo	k)
2. This coat is made	de of	(wool	)
3. Help me	the wa	gon out of the	mud. (pull)
I. Hang this coat	on the	on the wa	ll. (hook)
5. We had a very	m	eal last night.	(good)
5. Can you	tb	is rock out of t	he way? (push)
7. Who	all the cook	ries? (took)	
3. Did you	through a	ll these picture	s? (look)
B. Write you	own sentence	s using the rem	aining words.
wood	cook	put	foot
l <b>.</b>			
4			
	ning Association		

#### Writing: Adverbs

Adverbs are words that add information about other words. They are especially useful in describing actions. For this reason, adverbs are often used just before or just after verbs.

- We quickly ran away from the bees.
- Our friends left early to avoid the traffic.
- The tree fell there by the fence.

These sentences show that adverbs often tell *how*, *when*, or *where* something happened. In the first sentence, the adverb *quickly* tells how we ran. In the second sentence, the adverb *early* tells when our friends left. In the last sentence, the adverb *there* tells where the tree fell.

Adverbs can also appear at the beginning or end of a sentence.

- Slowly we crept along the dark hallway.
- They finished the job quickly.

As you see, many adverbs end with the letters -ly. This is not true of every adverb, but it does happen quite often.

Write sentences using the following adverbs to tell how and when and where something happened.

	carefully	usually	here	
1			· · · · · · · · · · · · · · · · · · ·	
2	, <del></del>	one contract of the contract o		
3				

Spelling for Writing

#### Content Words

Here are some words that are used in the study of geography:

arid canal

volcano swamp

Look up the meanings of any words you don't know. Then write the word that fits in each sentence.

- 1. An active \_\_\_\_\_ can erupt at any time. (volcano)
- 2. The desert is \_\_\_\_\_ because of little rainfall. (arid)
- 3. Snakes and alligators live in the \_\_\_\_\_. (swamp)
- 4. Small boats carried cargo along the \_\_\_\_\_. (canal)

# The Vowel Sounds in **ROUND** and **COIN**

Words such as *now* and *out* have a vowel sound called a *diphthong*. The diphthong in *now* and *out* blends the sounds of two vowels into a new sound that can be represented by the symbol /ou/. Another diphthong is represented by the symbol /oi/ as in *oil* and *boy*.

Both of these diphthongs were introduced in Level 2. This week's list contains even more words with the *ou* and *oi* spellings for these two diphthongs.

ouch
coil
noun
loud
coin
cloud
proud
point
couch
round
found
spoil

- 1. Write the words spelled oi. (coil, coin, point, spoil)
- 2. Write the words that end with ch. (ouch, couch)
- 3. Write the words that begin with blends. (cloud, proud, spoil)
- 4. Write the words that end with blends. (point, round, found)
- 5. Write the word that names a person or place. (noun)

Pra	ectice			
	ouch coin couch	coil cloud round	noun proud found	loud point spoil
A	. Write the	word that fits ea	ach sentence.	
1. W	rap the cord	into a round	(coil	)
2. W	e were	that our	team won. (pr	oud)
3. M	ove the	over b	y the window.	(couch)
4. I'ı	m afraid this	fruit will	soon.	(spoil)
5. D	id you put a _		_ in the machin	ne? (coin)
6. TI	nat	loo	ks like a sheep.	(cloud)
7. SI	ne	the bo	ok that had bee	n missing. (found)
8. A		_ can be the sul	bject of a senter	nce. (noun)
B	. Use each	of the following	g words in a ser	ntence of your own
	ouch	loud	round	point
1			·····	

#### **△** Writing: Pronouns

We have seen that a noun is a word that names a person, place or thing. We can use a **pronoun** to take the place of a noun. In many cases, a pronoun is preceded by a noun so that we know who or what is being referred to.

Marie is a good student. She also likes to swim.

My friend moved away. He still write to me.

Our neighbors took a trip. They went to California.

Here we know that *she* refers to Marie, *he* refers to my friend, and *they* refers to our neighbors. The nouns are called *antecedents* because they come first and give the pronoun something to refer to.

**Personal pronouns** are the ones we use most often. They are the words that refer to people or things:

I you he she it we they

Here are some sentences that use nouns as subjects. Help your child write another sentence that uses a personal pronoun to refer to the subject of the preceding sentence.

1. John is the best player on our team.

2. Mary and I like to go to the zoo.

Spelling for Writing

	Help you This means that that follows. For second sentence should use the	t the personal pror or example: "He al e has Mary and I a pronoun we to refe the subject; the ne	ne subject of the firmoun he should be ways scores the mass the subject; the feet to Mary and I. T	rst sentence is John. used in the sentence ost points." The following sentence he third sentence has tell what they said
<b>\equiv </b>	Content V	Words		
	These v	vords are often use	ed in the study of s	cience.
	lava	insect	mammal	fossil
	•	p the meaning of a its in each sentence	•	lon't know. Then write
	1. Scientists ca	n study a(fo	to find out	t when an animal lived.
	2. A warm-blo	oded animal is call	led a	(mammal)
	3. Molten	can erup	t from an active vo	olcano. (lava)
	4. An	has a body	made up of three s	regments. (insect)
	128 Family I	earning Association	·	

## The Vowel + r Sound in PART and SPARK

In many words, the vowel is followed by the letter r. These are called r-controlled vowels because the letter r affects the sound of the vowel that comes before it. In Level 1 we saw words such as car, hard, and farm. Here we will look at even more words that have this /ar/ vowel sound.

part
card
mark
harm
shark
dart
large
start
yarn
snarl
spark
charge

- 1. Which words rhyme with art? (part, dart, start)
- 2. Which words rhyme with park? (mark, shark, spark)
- 3. Which words rhyme with **arm** or **barn**? (harm, yarn)
- 4. Which words begin with blends? (start, snarl, spark)
- 5. Which words begin with **ch** or **sh**? (shark, charge)
- 6. Which words end with the /j/ sound spelled ge? (large, charge)

As you see, some words fit in more than one category. The word *charge*, for example, answers questions 5 and 6, while the word *start* answers questions 1 and 4. Help your child see that some of these words have more than one of the features emphasized in the questions. Explain to your child that the /j/ sound in question 6 is the sound usually spelled with

j in jam. The ge spelling is sometimes used for this sound at the end of words.

P	ractice			
	part shark .yarn	card dart snarl	mark large spark	harm start charge
	A. Write the	word that fits ir	n each sentence	•
1.	Му	hit the bull's-e	ye. (dart)	
2.	Did the dog		_at you? (snar	1)
3.	We couldn't ge	t the car to		(start)
4.	I lost one	of the	puzzle. (part)	
5.	We can	b	ooks on our lib	rary card. (charge
6.	The accident di	d not	any of the pa	assengers. (harm)
7.	My dog has a v	hite	on hi	s head. (mark)
8.	It took a lot of	to	knit this scarf.	(yarn)
	B. Write you	r own sentence:	s for these word	ls:
	card	shark	spark	large

3	 	 	****	<del></del>
4	 <del></del>	 	·	

#### Mriting: Prepositions

When we construct sentences, we often rely on short words such as to and of and in to connect one part of the sentence to another. You see how this works in the following sentences.

- We went to the movies.
- Give me one of those cookies.
- Put the socks in the drawer.

These short words are called **prepositions**. They are used all the time to build sentences. For this reason they are often called *structure* words.

The following sentences go as far as the preposition given in boldface. Think of some words that can complete each sentence after the preposition. Sometimes one word is enough, but other times you will need two or three more words.

l. We waited an hour for	·
2. My friend and I went to	·
3 Did you look at	9

pre	Now positions:		nree sent	ences o	f your (	own. U:	se any of	the fol	lowing
	in	at	to	with	for	by	from	over	und
1				<del></del>					_
2									
3	<del></del>								
	······································	·							
<u>C</u>	ontent	Wo	rds						
	Here rds you de	are son	ne words	n write t	he wor	d that f	dy of mat its each s zero		
wo	Here rds you de	are son on't kno	ne words ow. Ther divide	n write t e	he wor	d that f	its each s	sentence	e.
wo	Here rds you de <b>prob</b>	are son on't kno lem Il these	ne words ow. Ther divident	n write t  e  s into a	table	rd that f	its each s	sentence (table	e.
wo	Here rds you de <b>prob</b> Arrange al	are son on't kno lem li these olve the	ne words ow. Ther divide	e write t	table	this pa	zero zero ge? (pro	sentence (table	e.

132 Family Learning Association

# The Vowel + r Sound in NORTH and STORM

The spellings or and ore are used for some words with the /or/ sound: for, more, and store, for example. Many other words end with a consonant sound after the or spelling.

fork
score
north
force
thorn
snore
sport
torch
shore
stork
storm

- 1. Which words end with **-ore**? (score, snore, shore)
- 2. Which words end with one consonant after **-or**? (fork, thorn, sport, stork, storm)
- 3. Which words end with th or ch after -or? (north, torch, scorch)
- 4. Which word ends with the /s/ sound spelled **ce**? (force)

PRACTIC			
fork thorn shore	score snore stork	north sport storm	force torch scorch
A. Add the	word that fits in	each sentence.	
1. The	of the win	d blew the tree	down. (force)
2. The waves cra	ashed against the	·	(shore)
3. Canada is	of	the United Stat	es. (north)
4. I got stuck by	a	in that bu	sh. (thorn)
5. A	has long leg	s and a long bil	ll. (stork)
6. Do you	when you	u sleep? (snore	e)
7. The hot iron i	might	your s	hirt. (scorch)
8. Light the	so v	we can see in th	ne dark. (torch)
B. Use the	following words	in sentences of	your own.
storm	fork	sport	score
1	·		
2			

### Writing: Using Adjectives to Make Comparisons

In Week 13 we saw that an **adjective** is a word that describes a noun.

That is a big tomato.

This is a very fast car.

We can also use adjectives to compare two nouns. When we do this, we often add the ending -er to the original word. This is called the comparative form of the adjective.

This tomato is bigger than that one.

That car is faster than this one.

When the adjective ends with a short vowel spelled with the CVC pattern, then the final consonant is doubled before adding -er. You see this in big and bigger.

When we want to compare more than two things, we often add the ending -est to many adjectives. This is called the superlative form of the adjective.

This is the **biggest** tomato I ever saw.

That is the fastest car on the track.

Here are some examples that show how the endings can be added to create the comparative and superlative forms of familiar adjectives.

slow	slower	slowest
large	larger	largest
small	smaller	smallest
long	longer	longest
thin	thinner	thinnest

Spelling for Writing

fresh fresher freshest cold colder coldest

Discuss these spellings with your child. We already mentioned that words such as *big* or *thin* double the final consonant before adding endings. Also notice that words ending in final e drop that letter before adding -er and -est. When a word ends with a blend or digraph or doubled letter, then the endings are added with no change in the base word.

Help your child write a sentence that compares two nouns. Write another sentence that compares more than two nouns. Use one of the adjectives given above, or choose your own.

#### Content Words

136

Family Learning Association

Here are some words found in the study of English. Write the word that fits in each sentence.

dictionary language alphabet paragraph

1. A \_\_\_\_\_\_\_has several sentences about one topic.

(paragraph)

2. The English \_\_\_\_\_\_\_ is spoken in many countries.

(language)

3. The \_\_\_\_\_\_\_ contains 26 letters. (alphabet)

4. A \_\_\_\_\_\_\_ shows that some words have more than one meaning. (dictionary)

### **Personal Words**

Continue to encourage your child to keep a log of words about subjects of particular interest. Even if these words are difficult now, they should become clearer as we introduce new spelling patterns and principles in the future.

# The Vowel + r Sound in HAIR and CARE

The r-controlled vowel sound in *hair* and *care* is usually spelled in one of two ways. A few words use the *-air* spelling, but many more words use the *-are* spelling.

Γ	air
	care
l	hair
	scare
İ	stare
l	fair
l	spare
	bare
l	blare
İ	chair
	rare
L	glare

- 1. Which words end with -air? (air, hair, fair, chair)
- 2. Which four-letter words end with -are? (care, bare, rare)
- 3. Which words begin with sc, sp, or st? (scare, stare, spare)
- 4. Which words begin with **bl** or **gl**? (blare, glare)

The word are is unusual because it has the sound of car and far even though it looks like it might rhyme with care and dare.

In later weeks we will talk more about homophones such as stare—stair, fair—fare, and bare—bear.

air stare blare	care fair chair	hair spare rare	scare bare glare
A. Write the	word that fits e	ach sentence.	
. The	from the su	n hurt my eyes.	. (glare)
2. The trees are al	1:	after the windst	orm. (bare)
3. Bring your	o	ver by the wind	ow. (chair)
4. This old book i	s very	and valu	uable. (rare)
5. The weather sh	ould be	after t	he storm. (fair)
6. Did you hear th	ne	of the ho	orns? (blare)
7. We need a		tire for the car.	(spare)
3. How long did t	he cat	at	the bug? (stare)
B. Use the fo	llowing words	in your own se	ntences.
air	scare	hair	care
l			
<u>.                                    </u>			

### Writing: Proper Nouns

We already know that nouns are words that name a person or place or thing: boy, girl, city, state, day, month. These are general words; they do not name individual people or places.

When we want to name a specific person or place or thing, we use a **proper noun**. Proper nouns always begin with a capital letter. When there are two or more important words in a proper noun, each word begins with a capital letter.

Noun	Proper Noun
boy	Tom Wilson
girl	Ellen Jones
city	New Orleans
state	Louisiana
day	Monday
month	July

We also use proper nouns to name important holidays: Christmas, Easter, New Year's Day, Fourth of July, Halloween, and so on.

Write a paragraph with at least three sentences. You might tell
about people you know or places you have been. You could also write
about a holiday if you want to. Use the names of these people and places or holidays, and begin each proper noun with a capital letter.
or noneays, and cognicatin proper noun with a capital forcer.

140 Family Learning Association

These words are often used in Social Studies. Look up any words you don't know. Write the word that fits each sentence.

	custom	ancient	harbor	kingdom
1. Several ships sailed into the (harbor)				
2. The Emperor ruled over a large (kingdom)			(kingdom)	
3. It is a to give gifts on birthdays. (custom)				days. (custom)
4. Th	e	tomb	was a thousand	l years old. (ancient)

# The Vowel + r Sound in CURL and TWIRL

In Level 2 we looked at the /er/ sound in words such as *her* and *bird*. This week we will look at two of the spelling patterns that can be used for this r-controlled vowel.

The ir spelling is used for the /er/ sound in many words. For example, in Level 2 we saw the words *sir* and *girl* and *dirt*. A number of other words use the ur spelling for the /er/ sound. This week's list shows both of these spelling patterns.

firm
fur
whirl
curb
third
turn
twirl
burn
shirt
curl
first
church

- 1. Which words have the **ir** spelling? (firm, whirl, third, twirl, shirt, first)
- 2. Which words have the **ur** spelling? (fur, curb, turn, burn, curl, church)
- 3. Which words begin with **ch**, **sh**, **th**, or **wh**? (whirl, third, shirt, church)
- 4. Which word begins like twist? (twirl)

Notice that most of these words end with a consonant. Only a few words such as *sir* and *stir* and *fur* end with the /er/ sound spelled ir or ur.

142 Family Learning Association

Practice			
firm third shirt	fur turn curl	whirl twirl first	curb burn church
A. Write the	word that fits i	n each sentence	».
1. Bears have long	g to	keep them wa	rm. (fur)
2. Can you	a bate	on? (twirl)	
3. The village		is a hundred ye	ears old. (church)
4. The wet ground	d is not very	<u></u> .	(firm)
5. We need a	po	erson to help th	e first two. (third)
6. The horses made	de a	of dus	t. (whirl)
7. I got there early	y to be the	i	n line. (first)
8. The car is park	ed by the	(curb)	
B. Use these	words in your	own sentences.	
burn	curl	turn	shirt
1			
2		·	
3			
4			•

### Writing: Compound Subjects

We know that the **subject** of a sentence tells who is doing something or tells what the sentence is about.

- We had a good time.
- They got caught in the rain.
- My friends came over to visit.

Sometimes we want to tell about two or more people who are doing something, or we want to write a sentence about two or more things. When this happens, we can use a **compound subject**. This means that two or more nouns or pronouns are used in the subject, and they are joined by the word **and**.

- Bill and I had a good time.
- Mary and Ellen got caught in the rain.
- Tom and Susan and Maria came over to visit.

Write three sentences telling about things you do with your friends.
You can also tell about things that other people do. Use a compound subject in each sentence.

144 Family Learning Association

Here are some words used in the study of geography. Look up any words you don't know. Write the word that fits each sentence.

	iceberg	canyon	Monsoon	nomad
1. The	river flowed th	rough a deep		(canyon)
2. A		_ wanders fro	m place to pla	ace. (nomad)
3. A laı	ge	can fl	oat into the oc	ean. (iceberg)
4. A		brings stron	ng wind and he	eavy rain. (monsoon)

# The Vowel + r Sound in **JERK** and **WORM**

As we saw in Level 2, the er spelling is used for the /er/ sound in a number of words such as *her* and *germ*. Most words with this spelling end with a consonant sound after the letters er.

There is one other spelling that is used for the /er/ sound in a particular group of words. Usually the letters or have the sound we hear in for and storm. However, when we see the letters wor at the beginning of a word, they often have the /er/ sound (just like were).

jerk
word
clerk
work
perch
worm
nerve
world
term
worse
swerve

- 1. Which words are spelled with er?

  (jerk, clerk, perch, nerve, term, swerve)
- 2. Which words are spelled with or? (word, work, worm, world, worse, worry)
- 3. Which words begin with blends? (clerk, swerve)
- 4. Which word ends like **church**? (perch)
- 5. Which two pairs of words rhyme? (jerk—work, worm—term)

Practice			
jerk perci term	n worm	clerk nerve swerve	work world worry
A. Write	e the word that fits	in each sentence.	
1. Ask the _	1	how much this c	osts. (clerk)
2. Did you fi	nd a	in your apple?	(worm)
3. We had to	to	miss the hole ir	the road. (swerve)
4. This orang	ge tastes even	tha	n that one. (worse)
5. It took a le	ot of	to jump s	so far. (nerve)
6. She has tr	aveled to many cou	ntries in the	(world)
7. Don't	abou	nt the test tomorr	ow. (worry)
8. The new s	school	begins ne	xt week. (term)
B. Use	these words in your	own sentences.	
word	l jerk	work	perch
1			···
2			

### Writing: Compound Predicates

In Week 26 we saw that a sentence can have a compound subject which tells about two or more people doing something. It is also possible to have a **compound predicate** which tells that the subject is doing two or more different things. The verbs in the compound predicate are joined by the word **and**.

- I swim and run for exercise.
- We go to the zoo and watch the animals every Saturday.
- Bill and I rake the leaves and cut the grass.

The important thing to remember is that the subject is doing two or more different things. This makes the compound predicate.

Write two sentences containing **compound predicates**. Each subject should do at least two different things in each sentence. Remember that the verbs are joined by the word **and**. You can choose your own verbs or use some of these:

walk	see	Jump	
work	run	hear	

Here are some words that are used in the study of science. Look up any words you don't know. Then write the word that fits in each sentence.

lava	muscle	gravity	dinosaur
1. The(muscle)	in my a	rm is tired after	lifting all those boxes.
2. The	is an	extinct reptile.	(dinosaur)
3. The pull of		causes everythi	ng to fall. (gravity)
4. Erupting volcand	oes spew forth		_ and steam. (lava)

### WRAP KNEE QUICK Words:

# Words Beginning with wr, kn, and qu

In the earliest form of English more than a thousand years ago, all consonants were pronounced in every word. This meant that you could hear both the /k and the /n sound in words that began with kn, and you could hear both /w and /r in words that began with wr. Pronunciation has been simplified over the centuries, and we now use the /n sound for words that begin with kn and the /r sound for words beginning with wr.

In the pattern qu, the two letters are always used together; the letter q is not used alone. The pattern qu has the /kw/ sound in quick.

knee
wrap
quit
know
write
quick
knife
wrong
quite
knock
wrote
quack

- 1. Which words begin with kn? (knee, know, knife, knock)
- 2. Which words begin with wr? (wrap, write, wrong, wrote)
- 3. Which words begin with qu? (quit, quick, quite, quack)
- 4. Which words have short vowels? (wrap, quit, quick, knock, quack)
- 5. Which words have long vowels? (knee, know, write, knife, quite, wrote)

Stress the difference between quit, which has the short i sound, and quite, which has the long i sound. The silent e at the end of quite makes the difference. Also point out the meaning of the word write in this list. Later we will compare it with the word right.

The word wrong has the sound we encountered earlier in saw and all. Here the same vowel sound is spelled with the letter o.

Prac	ctice				
	knee write quite	wrap quick knock	knife	know wrong quack	
<b>A.</b>	Write the wor	d that fits in ea	ch sentence.		
1. It's	time to	working an	d have lunch.	(quit)	
2. Wil	l this	cut t	hat heavy rope	? (knife)	
3. We	took a	turn an	d got lost. (wr	ong)	
4. Did	you scrape you	ur	on the stone	e? (knee)	
5. I wa	ant to	this gif	t in colored pa	per. (wrap)	
6. I'm	not	sure wher	e we are. (qui	te)	
7. I		a thank-you n	ote to Grandma	a. (wrote)	
8. List	en to the ducks	S	as they sw	im. (quack)	

<b>B.</b> Use these words in sentences of your or
---

	know	quick	write	knock
1				
2				
3				
4				

### Writing: A Friendly Letter

When you write a letter to a friend, you begin with the *heading* that shows your address and the date. Then comes the *greeting* followed by the *body* of the letter. This is where you tell your friend what you are writing about. Then there is the *closing*, usually "Sincerely" or "Yours truly." Finally, you write your *name*. Here is an example of a friendly letter.

27 Maple Street Portland, Maine 12345 July 22, 1998

Dear Evan,

We went to the Grand Canyon last month. It's very wide and deep. There is a big river at the bottom. Some people even ride down into the canyon on mules. We didn't.

Sincerely, Bill

152 Family Learning Association

name in the greeting. Then put your own name at the end.

Now write your own friendly letter. Tell about a trip you took or something else you did. Use your address in the heading and your friend's

Here are some words used in the study of math. Look up any words you don't know. Then write the word that fits in each sentence.

triangle	weight	length	graph	
1. This past year. (graph)	shows	how much rainf	all we had du	ring the
2. What is the	(length)	of this board fr	rom one end	to the other?
3. A	has	three sides and	three angles.	(triangle)
4. The(weight)	of this	box is measure	d in pounds a	ind ounces.

### RAILROAD HEADLIGHT

### Words: Compounds

Many English words are made up of two short words that are joined together to form a **compound word**. The words in this list are *closed compounds* because they are joined with no space between them. On this page, have your child practice writing each compound word in the space provided in the Activity Book. On the next page we will relate each word to its meaning.

playground
airport
basketball
farmhouse
birthday
driveway
daydream
railroad
footstep
homework
headlight
paintbrush

Children can usually spell most of the individual words, but they aren't always sure how the words should be joined with no space between them. This should be stressed in all the exercises on closed compounds this week. Later we will see other types of compounds such as *baby-sitter* and *hot dog*.

Spelling for Writing

<b>Practice</b>		
playground farmhouse daydream homework	airport birthday railroad headlight	basketball driveway footstep paintbrush
A. Write the word that t	fits in each sente	nce.
1. Can you throw the(bask	cetball)	through the hoop?
2. The old(farmhouse)	is way ou	t in the country.
3. I had a(daydream)	about fly	ing through the air.
4. The(railroad)	tracks cross t	he road here.
5. We watched the planes la	nd at the	(airport)
6. The(driveway)	leads u	p to the garage.
7. I thought I heard a	(footstep)	outside!
8. Use this(paintbrush)	to pa	int the porch.
9. The(headlight)	_ on the train is	very bright.
156 Family Learning Associa	ation	

B.	Use these	words in	vour own	sentences.
,,,,	OSC arese	MOTOS III	you own	SCHICHCOS.

	birthday	homework	playground
1			
2			
3			

### Writing: A Thank-You Note

When you write a note to thank someone for a gift or for doing something nice, you begin with the *date* in the upper right corner. Then the *greeting* tells who will receive the note. The main *body* of the note thanks the person for what they did. Then the note ends with a *closing* and your *name*. Here is an example of a thank-you note.

June 14, 1998

Dear Aunt Bertha,

Thank you for the socks you sent me for my birthday. I like the purple ones best of all. I really need more socks. The washing machine eats them all the time.

Love, Eloise

		····				
			·	· · · · · · · · · · · · · · · · · · ·		
			·		<del></del>	
		<u></u>				
1						
	Cont	tent Wo	ords			-
	ou doi	These word	ls are encountered rite the word tha	t fits in each so	dies. Look up any entence. government	wo
у	ou do	These word n't know. W border	ls are encountered rite the word tha history	t fits in each so	entence.	
у	you don	These word n't know. W border e last centur rica.	ls are encountered rite the word that history ry, people moved	t fits in each so frontier west into the	entence.  government	_of
у 1	ou don  I. In the  Ame	These word  n't know. W  border  e last centur  rica.  study of	ls are encountered rite the word that history ry, people moved (history)	fits in each so frontier west into the tells us what	government  (frontier)	_ of oast

### Words Often Misspelled

The words on this week's list may not look very difficult, but they are often misspelled in student writing. Go over each word and help your child see if there are any unusual features that need to be remembered. Then write each word in the space provided in the Activity Book.

done
any
could
does
every
said
they
again
their
would
many
should

Analyze each word in order to locate the difficulty, if there is one. Does a single letter cause problems, or a combination of two letters? Sometimes children leave out a letter or get two letters reversed. In other cases, the sound of a word may not seem to match the spelling patterns already discussed. For example, *does* has a short **u** sound, *they* has a long a sound, and so on. By pinpointing the "hard spot" in each word, you can help your child remember how to spell it.

done	any	could	does
every	said	they	again
their	would	many	should
A. Write the	word that fits in	each sentence	•
. You	sti <sup>-4</sup> -	hard for the te	est. (should)
2. This glove	n	ot match the of	ther one. (does)
3. He	_ that the bus w	ould be late. (	said)
4. Pick up	bit of p	paper on the flo	or. (every)
5. How	more que	stions are there	e? (many)
6. My friends los	t	books on	the bus. (their)
7. I	nc	ot find my jacke	et. (could)
3. Let's go down	the slide	(aga	in)
B. Use the fo	ollowing words	in your own se	ntences.
they	would	any	done
1.			
2			
3			

Writing: Giving Instruction	<b>E</b> n	Writing:	Giving	Instruction
-----------------------------	------------	----------	--------	-------------

When you tell someone how to do something, it is important to explain things in the right order. For example, here are instructions explaining how to make a cake. What's wrong with them?

Eat the cake.

Mix everything in a bowl

Get the flour and everything else you will need.

Bake the cake.

You can see that everything is mixed up. Obviously you can't eat the cake before you even make it. In the space below, write the instructions in the proper order.

Now write some instructions of your own. You can tell how to make something or how to do something or how to get to your house. Use as many spelling words as you can.

Spelling for Writing

Here are some words used in science. Look up any words you don't know. Then write the word that fits each definition.

fertile	geyser	planet	carbon
1. An element fou	nd in coal and o	il:	(carbon)
2. A spout of hot	water and steam	•	(geyser)
3. An object that t	ravels in an orbi	it around the su	un: (planet
4. Able to produce	e plentiful crops	·	(fertile)

### **Personal Words**

Continue to encourage your child to keep a log of words about subjects of particular interest. Even if these words are difficult now, they should become clearer as we introduce new spelling patterns and principles in the future.

## Student Activity Book Spelling for Writing

Each Spelling for Writing Guidebook has a corresponding Student Activity Book to make it easy to practice the spelling and writing exercises in the Guidebook.

The print size in the Student Activity Book enables a primary grade child to trace letters as a kinesthetic reinforcement in learning to spell and to write. Writing space and handwriting guidelines give the child adequate room to print, as appropriate for grades 1-3.

A Student Activity Book will give your children a record of their progress in learning to spell. There are 3 practice pages for each lesson in the Guidebook.

QTY	ORDER NO.	TITLE	PRICE	SUBTOTAL
	BB-128-1769	Spelling for Writing Level 1	\$ 9.95	
	BB-128-1770	Spelling for Writing Level 2	9.95	
	BB-128-1771	Spelling for Writing Level 3	9.95	
	BB-128-1769A	Student Activity Book Level 1	7.50	
	BB-128-1770A	Student Activity Book Level 2	7.50	
	BB-128-1771A	Student Activity Book Level 3	7.50	
	EACV	VAYS TO ORDER!	Subtotal	
	NE your order:	1 222 772 4722	Shipping	\$5.00
=^~	your order:	1-812-331-2776	TOTAL	
~~ ;	your order.			
	your order:	Family Learning Association	Method	of Payment
	your order:	3901 Hagan Street, Suite H	Method  Check er	
	your order:	•		
	your order:	3901 Hagan Street, Suite H Bloomington, IN 47401	☐ Check er	
MAIL	your order:	3901 Hagan Street, Suite H	☐ Check er	nclosed
MAIL	your order:	3901 Hagan Street, Suite H Bloomington, IN 47401	☐ Check er	nclosed
MAIL MANE	your order: Sh	3901 Hagan Street, Suite H Bloomington, IN 47401  Tip to	Check er	nclosed
MAIL  AME  DRGANI  DDDRES	your order: Sh	3901 Hagan Street, Suite H Bloomington, IN 47401  Tip to	Check er P.O. #_ P.O. #_ OLDER'S NAME	nclosed

## Spelling for Writing

In just a few minutes a week, your child will:

- ♦ Learn to identify common, logical spelling patterns,
- ♦ Graduate quickly to more complex words,
- ◆ Become a confident, independent speller and writer!

### Why Pay Attention to Spelling?

Spelling for Writing shows you how to help children discover the most important patterns and principles that govern English spelling.

- ♦ Accurate spelling contributes to the clarity of written messages.
- ◆ Spelling accuracy shows attention to detail, sending a positive message to teachers and employers.
- ◆ Spelling becomes one part of learning to write real-life messages—directions, letters, invitations, and reports.

In this program, children learn that writing messages and stories helps them see the value of learning to spell!

Carl B. Smith, one of America's leading curriculum developers in reading, writing, grammar and spelling, has written over thirty books for parents and teachers. In Spelling forWriting, he uses his clear, direct style to give a log rall plan and early to follow directions for years, lessons for Snoth directions for years, lessons for Snoth direction the Fair Clearinghous for Reading, English and Communication

FAMILY LEARNING ASSOCIATION

3901 Hagan St. Suite F Bloomington, IN 47401



Clearinghouse on Reading, English, and Communication